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AUTHOR Thom, Bill
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ABSTRACT

The aims of this one-year research project undertaken for the School of Librarianship were: (1) to determine the various information needs of the user groups in the colleges, (2) to investigate present library services in light of the users' needs and (3) to propose immediate and long-term development plans for the library. In this study the role of the library within the college, was examined; the library services were evaluated and an investigation into the library administration was made; the staff and students were asked to state their minds for library services by means of a questionnaire survey and their views on current provision were sought; libraries in comparable institutions in England, Germany and Holland were visited to see what developments, if any, are relevant to the situation here; and proposals have been made on two levels: (a) immediate measures and (b) long-term measures. The main findings and recommendations are summarized. (Author/NH)

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NORTH-WESTERN POLYTECHNIC
207-225 Essex Road, London, N.1.

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THE LIBRARY IN THE NEW POLYTECHNIC

A report of a research project concerning users' information needs and library development in the New Polytechnic to be formed from the Northern and the North-Western polytechnics,

by

Bill Thom

Research Fellow
School of Librarianship
North-Western Polytechnic

LI 002 930

SUGGESTED READING DIRECTIONS

1) To quickly grasp the main points only,

READ PAGES 1 to 17.

2) To read the full report,

SKIP PAGES 9 to 16 WHICH ARE SUMMARIES.

3) To refer to specific topics, make full use of the contents list on page iii. There is no index.

PREFACE

This report is the result of a one year research project undertaken for the School of Librarianship. It concerns the information needs of staff and students of the two constituent colleges of the New Polytechnic and the development of the college libraries.

As the date for designation approaches, the need for sound planning in all departments is felt. The library, split up in five buildings, is greatly in need of a progressive development plan.

In this study

The role of the library within the college was examined.

The library services were evaluated and an investigation into the library administration was made.

The staff and students were asked to state their needs for library services by means of a questionnaire survey and their views on current provision were sought.

Libraries in comparable institutions in England and also in Germany and Holland were visited in order to see what developments, if any, are relevant to the situation here.

Proposals have been made on two levels

(a) immediate measures
(b) long term measures

Thanks are accorded to both librarians Mr. Ellis and Mr. Yescombe and their staffs, to teaching staff and to students, and to librarians in the colleges visited for their cooperation and assistance.

The findings and implications of this study have been discussed with the librarians, School of Librarianship staff and others. The report has been presented to the Joint Academic Planning Committee of the New Polytechnic. Copies will be available generally in the five college libraries. A summary of the main findings and recommendations has been sent to all staff.

It is hoped that the report will stimulate constructive discussion on a wide level concerning the future of the New Polytechnic library service and the development of a comprehensive library policy.

November 1969

Bill Thom
Research Fellow
North-Western Polytechnic
School of Librarianship

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THE LIBRARIES, THEIR STAFFS AND THE DEPARTMENTS SERVED

Kentish Town Library	6 Full time staff including the chief and deputy librarians of the North-Western Polytechnic	Arts Teaching studies
Camden High Street Library	2 full time staff	Business studies Management
Highbury Grove Library	3 full time staff	Sociology & Law Child Care Professional studies
Essex Road Library	2 full time staff	Librarianship

The NWP libraries have other part time staff paid from college funds. This amounts to approximately 3 additional full time posts.

At Essex Road, a lecturer has considerable library responsibility.

Holloway Road Library	A) 6 full time staff (now under review) + 1 part time secretary	Mathematics Physics Chemistry Polymer Science Home Economics Architecture Electronics Biology & Geology
	B) NCRT Information Room - 1 full time information clerk (not on library establishment)	

PART 1 - PRELIMINARIES

AIMS

The aims of the project were as follows:-

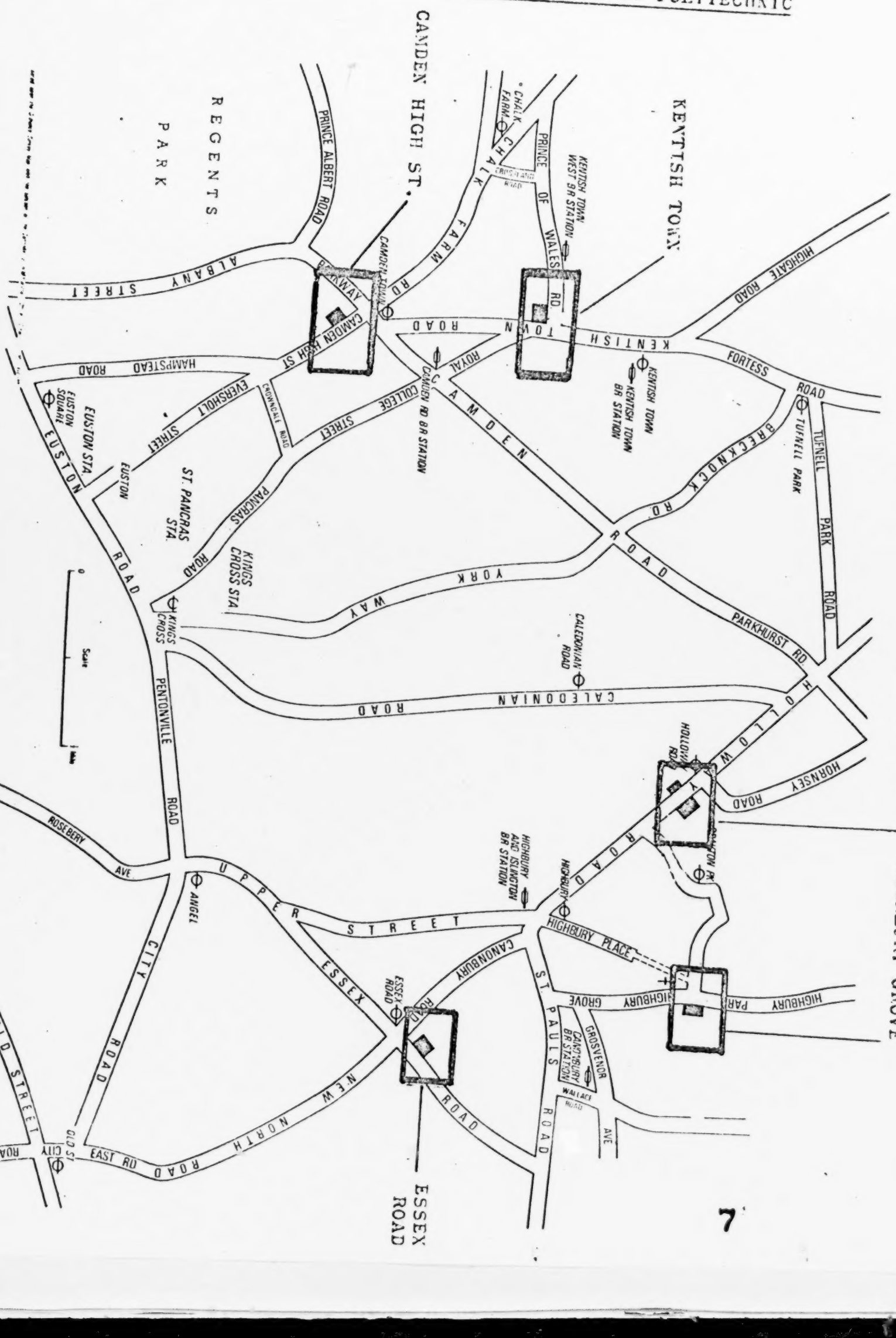
1. To determine the various information needs of the user groups in the colleges.

2. To investigate present library services in light of the users' needs.

3. To propose immediate and long-term development plans for the library.

No attempt was made to carry out a detailed systems analysis in each library. However, from survey data and from investigations in these five and other outside libraries it became clear that additional evidence was available for a more detailed report. The present report, therefore, will be followed up with a fuller document intended for librarians. When the Director of Library Services is appointed for the New Polytechnic, he will be able to turn to the fuller report for a complete list of statistical tables from the user study, a state of the art study of each library, an outline of proposed reorganisation at the local level and a full account of the methodology of this project. It is hoped that in the event of implementation of the recommendations included here that the report to the librarians to follow will provide a useful guide. It will be generally available to all library users in the five college libraries at a later date.

MAP OF
THE FIVE BUILDINGS OF THE NEW POLYTECHNIC



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1.2

BACKGROUND

The North-Western and Northern Polytechnics have had libraries since the 1920s. From then, until recently, the libraries have developed slowly following the academic and physical development of the colleges as a whole. The North-Western has developed departments in four buildings in Camden and Islington, while the Northern is contained on a single site at Holloway Road. The map (page 2) shows the situation of the buildings, each of the five having its own library. The New Polytechnic library service must develop from this situation.

In recent years the amount of money spent on the libraries has greatly increased to meet the need of a fast expanding and diversified student population. Why then, with this growth, is it necessary to conduct a study such as this?

It is true that the growth in size of the collection and the activity in opening new libraries in recent years is remarkable. However, size is not necessarily a claim for excellence. Looking back to the early years of the college libraries it is evident that the services offered today have not greatly altered in nature, only in scale. In the face of educational innovation and increasing recognition of the principle of self-education, the Library's role in the college has gone unquestioned.

If the libraries have a new role then it is possible that the growth in their size and collections merely marks the beginning of a far greater and more significant development.

1.21 The traditional college library

The college libraries investigated are in general very typical of many which may have been satisfactory in the past, but are now clearly inadequate for a modern educational environment. It is no longer sufficient to continue with a pattern of service which was established in very different circumstances and when the importance of the library was grossly underestimated.

In the traditional college library, lending and study facilities are the main concern. The library collection is accessioned, catalogued, etc. at great pains. The students often appear to have priority in their use of the library, and staff (particularly in the humanities and social science subjects) find most of what they require elsewhere. Since it is usually left to the user to approach the library for printed material or a place to study, the library's role can be described as 'passive'.

The services to academic staff are underdeveloped. It would appear that many academic staff cannot accept that the library has any significant and integrated role in education beyond the traditional services described. If the library is considered at all, it is as an administrative extra. Similarly, the librarian is often regarded as part of the administrative staff structure, i.e. the registrar, accountant, chief clerk and others.

The libraries in most colleges today do not have systematic provision for administrative staff and those senior academic staff who are mainly administrators. This important group of users, ranging from the principal, secretary, clerk, registrar, welfare officer, to department heads and principal lecturers, have extensive information needs and they have as strong a claim for effective library services as teachers and students. In industry, for example, the business administration staff of many private firms and corporations receive excellent information services from their library.

Many librarians have been unable or unwilling to bring about a change in the library's role, despite considerable evidence that this is necessary. The pressures for this change of role will be discussed a little later.

The college libraries investigated show most of the symptoms of the traditional institution. These libraries have never had sufficient staff nor facilities to meet their users' needs at all adequately. The improvement that occurred in colleges of advanced technology libraries did not have any effect on polytechnics and local authorities in general seem unsympathetic towards any attempts at radical improvement.

When the New Polytechnic plan was announced it was reasonable to expect that future plans for libraries would be well received. Although many ambitious plans for new libraries have gone ahead outside London, some of which are briefly described on page 7, it would appear that the Inner London Education Authority has not yet become aware of the urgency of the problem; e.g., the estimate for library expenditure for next year has been cut back by the ILEA at a time when a build up of library facilities is a critical factor to the success or failure of the New Polytechnic.

To resolve this situation, a concerted effort from librarians and college staff is required. Until the college community considers libraries as part of the foundation of future education in most subjects, then it is unlikely that there will be a spontaneous change of attitude by the ILEA.

If the financial status quo is maintained, these libraries will become even less relevant to the needs of the users as time passes. If users' needs for information are not met by the library, then it is possible that other less reliable sources will be used, or that the healthy inquisitiveness of users could be replaced by apathy. In any case, the traditional library would find that it had a decreasing role in the educational process.

1.22 <u>The pressures for innovation are considerable</u>

Librarianship is not a static profession and in recent years there have been dramatic advances in information work in response to several factors.

1) The increase in the amount of publication since the war, which expands at the rate of 5% or more each year, is gathering momentum in step with economic and scientific progress.

2) Books and periodicals are now only a part of the document spectrum. Increasingly other items such as technical reports, theses, conference papers... are becoming essential sources.

3) In recent times the increased use of audio/visual materials from microfilm, films, slides to discs and audio tapes in teaching has been considerable. These types of document and other non print varieties are presenting a serious challenge to conventional information storage and the traditional library.

4) Throughout education it appears that the student is less likely to be subjected to long hours of lectures. The tutorial and seminar are becoming an expected part of the courses and the student is set projects involving in-depth reading and written work. The onus to learn is then placed firmly on the student and the primary source of information is the literature of his subject field. The student turns in expectation to the library.

1.23 What a modern college library is like

In a modern college library the potential internal users are taken to be the following

Governors	Academic staff
Principal	Research students
Administrative staff	Research staff
	Course students

These groups make up the whole community and each group is given services which are appropriate to its needs. Individual staff members can benefit from personal information services according to their subject interests, i.e. they are automatically notified of new material likely to be of concern to them.

All forms of publication are collected and often special audio/visual aids units are set up with special library equipment for recreating the information.

The library accommodation should include seminar and tutorial rooms for group study work. Study carrels* are provided so that some students, e.g. advanced research students, can study in seclusion and may use machines such as typewriters or tape recorders without disturbing other users.

The library occupies an integrated position in the teaching structure and services are tailored to meet the needs of the various courses. The library has a direct teaching function by provision of detailed instruction in library use, information sources, evaluation and presentation of information. The graduate from this type of education is fitted to pursue further subject study in a working situation after college.

* Carrel A study cubicle, usually soundproofed in some way.

To sum up, the modern library has a staff in sufficient number and quality to be:-

A Aware of all potential user groups and conscious of their needs

B Aware of all types of document

C Active in promoting library use and teaching users how to make the most effective use of information sources

D Active in informing users about relevent documents irrespective of whether the user approaches the library for help or not

E Flexible in attitude and willing to experiment with new services and techniques if called for.

And it has the resources to implement this dynamic view of its role.

1.3 SOME DEVELOPMENTS IN OTHER POLYTECHNICS

Evidence from other designated and proposed New Polytechnics suggests that library development is top priority. Of the following examples, all except Portsmouth are considerably smaller than the Northern/North Western New Polytechnic.

1.31 Leicester Polytechnic

In response to an A.T.T.I. Committee investigation (the librarian of Leicester Polytechnic was a member) on the need for library development, a sum of £316,000 is to be spent on a new library of 57,000 square feet. Expansion space up to 75,000 square feet is planned. Initially £75,000 is to be spent on equipment for the library. A full range of services is envisaged, including library instruction and information services.

1.32 Hatfield Polytechnic

A library development plan was produced in June 1967 as part of an overall college development plan. A new library, now being constructed, was the first priority for the New Polytechnic. The first stage of a four stage 160,000 square foot library is to be 40,000 square feet. The library services are already dynamic, including personal information services to staff and outside industry. The library accommodation will include numerous tutorial rooms, a lecture room, a visual aids section, carrels, coffee facilities, etc.

1.33 Lanchester Polytechnic

A library built in 1960 with 45,000 books and 11 staff is already totally inadequate. For the New Polytechnic a new library on a different site is to begin and will be ready in two years time. 23,000 square feet, plus 7,000 classroom space which could later be made into an annexe to the library, with possible expansion ensured to three times this area, will contain 110,000 volumes, a lecture room, audio/visual unit, seminar room, four group study rooms, library staff room, etc.

1.34 Portsmouth Polytechnic

Land is available for a campus library to serve the New Polytechnic. A 60,000 square foot library is intended initially and the librarian is working on early planning requirements.

It is interesting to see that the developments, planned and approved, for the above and other New Polytechnics were debated and considered before the official designations were announced, thus emphasising the fact that urgent action is needed in our own case.

1.4 SOME DEVELOPMENTS IN GERMAN AND NETHERLANDS ACADEMIC LIBRARIES

1.41 At Eindhoven and Delft the Technical Universities have advanced libraries offering information services. *Selective dissemination of information (SDI) services, bulletins, teaching in library use, etc. In technical processing and ordering units, use of advanced mechanised systems is in evidence.

1.42 In West Germany, the large libraries at Ruhr University and Hannover Technical University provide excellent examples of mechanisation in libraries. The loans system and ordering and cataloguing procedures at Bochum have been fully automated and work is under way on automation of serials records. The library at Hannover shows a high level of awareness of users' requirements in terms of library services, layout and planning, etc.

* Selective dissemination of information (SDI) - A current awareness service whereby individuals or groups receive regularly and promptly, notice of all incoming documents which meet their expressed interests.

1.5 SUMMARY OF MAIN FINDINGS

In the findings summarised here, and throughout the full report, there has been no intention to slight the efforts of the librarians. It is clear that they and their staffs have had to work in highly unsatisfactory conditions, and in recent years especially, have seen their efforts to improve the libraries inadequately supported by the ILEA.

1) The libraries are traditional in the sense already indicated and are not orientated to serve all their legitimate potential users. The main users are the student body. The teaching staff and the administrative staff make only limited use of facilities. Mainly it is expressed demands which are met, and then only some of these demands. The user has to make the initial approach in nearly all cases.

2) The libraries do not benefit from any systematic form of promotional activity such as guides or handbooks, publications lists, instruction in depth in use of facilities and information sources, etc.

The users have clearly demonstrated that they are not aware of the full range of services that the libraries offer.

Very few users appear to be aware of the full potential of a college library.

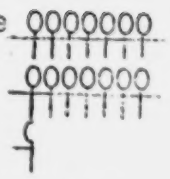
3) The users therefore have low expectations and will continue to have unless they are informed. Very heavy use is made of libraries and other information sources external to the colleges which are in effect shedding some of their responsibilities onto these other agencies.

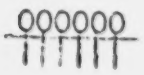
4) With the pattern in education changing towards self learning, there is likely to be a great increase in the importance of adequate library provision. The libraries cannot satisfactorily handle even the present passive activity and library staff have little time available to consider their role in future.

5) The collections have been severely criticised in many quarters as grossly inadequate even for the basic needs of the undergraduate. There are gaps and imbalance in many subject areas through lack of coordination and control in selection by qualified librarians. There has been no time available to diversify the collection to include proportionate quantities of non-book and audio/visual materials.

6) The libraries are generally short of space for study purposes (an exception is Highbury Grove) and stock expansion. It is clear that any increase in the number of study places and in library stock must be related to an overall increase in library space.

An illustration of present difficulties is in the number of full time students (equivalent) to each study place in the library.

At Holloway Road, there are  $14\frac{1}{2}$ - Ideally this should be 4 students to each place

At Kentish Town, there are  6 - Ideally this should be 3 students to each place

N.B. Standards assume greater library seating provision in the humanities than sciences.

7) Effectiveness of the existing services is hampered by several other factors

(i) Shortages at each library of qualified professional and clerical staff

(ii) Ineffective use of present manpower e.g., there is no centralised system of ordering and processing new stocks so that parallel work is being carried on in four buildings. (When the Northern makes up part of the joint system the situation will cover all five libraries.)

(iii) The physical problem of decentralised libraries and maintenance of a coordinated development policy between the five buildings

(iv) Multiplicity of different systems and techniques in the five libraries.

8) A large backlog of uncatalogued and unclassified material has been a continual problem for some years in most of the libraries. This means that when boxes of new books arrive a considerable delay (up to six or nine months in the worst affected library) takes place before the items reach the shelves.

Number of volumes in the backlog

Holloway Road	1,000
Kentish Town	2,800
Highbury Grove	1,310
Essex Road	500
	5,610 volumes

This should be regarded as an emergency and a lasting solution to the problem of arrearages in processing is absolutely basic to the effective functioning of the system.

1.6 OTHER FACTORS WHICH AFFECT FUTURE DEVELOPMENT

1) Future possible applications for C.N.A.A. degree recognition may be refused on the grounds of inadequate library provision. The C.N.A.A. have recently reconsidered this question* and the present facilities could jeopardise applications, particularly at Kentish Town and Holloway Road. The C.N.A.A. have also stated that they are willing to accept sub-standard facilities provided that the colleges concerned have prepared library development plans. If these plans do not get under way, the C.N.A.A. reserve the right to withdraw recognition of degrees.

2) When the New Polytechnic becomes a reality and eventually becomes centralised, it will be possible to build an effective campus library. The present situation of having five libraries should be recognised as a severe handicap to the development of the system. In planning for services, stock and staff, the geographical and communications problems have to be taken into account. Faced with probably an extended period of decentralised services it is essential to make the most efficient use of the staff and facilities available in this period and to do everything possible to coordinate the various processes and techniques so that eventual physical merger can be smooth.

* Council for National Academic Awards. A document "Library provision in Colleges - guidance for subject boards" October 1969, has been sent to all principals in colleges involved in C.N.A.A. level work. (The contents are confidential and not intended for general publication)

1.7 SUMMARY OF IMMEDIATE RECOMMENDATIONS

Stock and selection

1) Due regard for all types of document is necessary including audio/visual material. The library should be regarded as a 'learning resources centre'.

2) An effective and systematic procedure for selection of library materials is needed. It should be primarily the responsibility of the professional library staff working in close cooperation with the academic staff in each department.

3) The stock needs extensive revision. Where gaps and imbalance exist which are too great to be put right from normal bookfunds, a system of non-recurrent special grants should be sought.

4) In all five libraries it is frequently found that essential student reading material is only available in one or two copies. A library policy on duplication intended to meet the needs of the student is urgently needed. The sum of £3 per student per annum is suggested as a reasonable figure.

5) The academic staff should recognise that they have a great degree of responsibility in making the library effective. All items recommended to classes should be in the library collection in advance. This duty is too often shirked. Too often large groups of students turn to the libraries only to find that the lecturer himself has borrowed the only copy and has not forewarned the library staff of the demand he has created. To surmount this problem it is necessary for the library and academic staff to work closely together so that the collection is integrated with the teaching programme.

6) Many of the decisions of departmental academic boards and staff meetings may have a bearing on library provision. Members of the library staff should become full members of such boards and attend staff meetings. The professional library staff should divide this duty between them so that coverage of all the subject areas is ensured. This in itself will help to keep library staff aware of the information needs of departments.

Ordering and processing

7) It is clear that the present arrangements for ordering and processing are wasteful of expensive resources. The long delays experienced and large backlogs cannot be tolerated in the future.

The ordering and processing activity should be centralised in one unit serving all five libraries. A suitable location for this unit would be at Highbury Grove on the library floor.

Library services

8) Loans - All full time course students should have the same loan rights. A standard loans record and registration of readers system is necessary.

9) Requests - Interloans and Reservations - These should be available to all users and a coordinated system should be achieved.

10) Information services - Librarians who have basic responsibility for establishing information services in each library are needed. The service should include enquiry answering services, selective dissemination of information to groups and individuals, production of bulletins and bibliographies. Separate information desks should be set up in the libraries for these services. The staff operating these services would be in a position to play a more active part in selection of stock. (See 2 above)

11) Instruction - Linked to information services is the need to begin instruction courses to all students and staff in information sources, searching techniques, use of facilities, etc. This should be compulsory for all students and inserted in all time tables. Staff who are specialists in this work are needed who would cooperate closely with information officers.

12) Study facilities - Extra seating is urgently required in some of the libraries.

Holloway Road - 100 more places minimum
Kentish Town - 80 more places minimum
Essex Road - The library here is above the general standard but is subject to heavy overcrowding because of the exceptionally close integration of courses and the collections and services. No other subject is likely to promote such heavy usage and a study should be made of its particular requirements in more detail.

The special needs of other departments for study space should be investigated.

13) Photocopying machines - Self service photocopying machines should be available in each of the five libraries.

Staff

14) Development of a staff structure which shows clear lines of delegation and areas of responsibility.

15) Job specialisation must occur in the system before efficient service on a large scale is feasible. At present, there are far too many library staff who, because of pressure of work, long hours of opening, or by choice, are attempting to be 'Jacks of all trades'. The severe shortage of staff at each library inhibits specialisation of any kind.

16) In all library tasks, the professional and non-professional work should be separated as far as possible and staff deployed according to their capability and qualifications. At present, the professional library staff are often employed on repetitive clerical or issue desk duties.

17) Clerical activity should be recognised as a large part of everyday library work. There should be an adequate pool of clerical staff in the system so that each library can have a labour force available at various times. Enough clerical staff to operate the issue desk and other routines should be constantly available within each library.

18) Staff should be organised so that the following types of activities are clearly differentiated and effectively provided for.

a) Central library administration, including adequate time for planning and considering library policy.

b) Central ordering and processing.

c) Activities within each library.

(i) Readers services - loans, reserves, supervision of reading rooms, photocopying, outside loans, etc.

(ii) Reference/Information/Instruction services - simple queries, complex enquiries, production of lists and bibliographies of material, selection, active information services such as selective dissemination of information (SDI), publishers' information service and instruction to users.

(iii) Clerical services - for filing, issues work, machine operations, etc... for general use in (i) and (ii) above.

19) By setting up an Order/Processing Centre, staff in each library would be free to concentrate on setting up more active services. However, it will be necessary to appoint several additional professional and clerical staff to develop the information side. Librarians with subject knowledge preferably are needed in this area.

20) Some existing staff may wish to move across to the proposed Order/Processing Centre but it is clear that numerous additional appointments on various grades will have to be made.

21) Communications from the Director of Library Services to his staff will need to be systematic and occasional circulars could be used to keep staff informed of latest policy decisions or changes in practice. It will be necessary to keep staff in the five libraries aware of what is happening in the system as a whole.

22) A system of regular library staff meetings for both the library system as a whole and within each library is necessary.

23) For internal day to day communications from library to library, a tie line telephone should be set up. The library will be a single department and intercommunication between the five service points and the proposed centre would increase heavily.

24) For communications to outside libraries and other organisations it would be advantageous to operate a teleprinter from one of the libraries.

25) The number of staff additional to present employees is estimated as follows.

Director of Library Services
Deputy Director
Secretary

Head of Order/Processing Centre
Orders librarian
Periodicals assistant
Orders clerk
Typist for orders work
Processing librarian
Three cataloguer/classifiers
Two manual workers for physical book processing, packing, checking, etc.
One card production typist for copy typing of entries
One card production machine operator

Five information officers
Three library instructors

Eight clerical staff to form a pool for the five libraries.

If these figures seem high, it is a clear indication of how far behind in meeting users' requirements the library services have become.

1.8 SUMMARY OF LONG-TERM RECOMMENDATIONS

1) When it is intended to centralise the New Polytechnic, sometime in the future, a campus library should be top priority in the building programme.

2) The central campus library should be in a central situation in relation to teaching departments of the Polytechnic.

3) The Director of Library Services should be closely involved in planning the campus library.

4) There should be a high level of service including SDI services to most teaching and administrative staff, teaching of library use on a wide scale, production of bibliographies and accessions lists.

5) The present situation of reliance on other institutions (particularly the libraries of the University of London) should be replaced by one in which the Polytechnic has its own comprehensive library. This is not merely a matter of claiming rights (that our Polytechnic should be as well serviced with basic resources as other comparable institutions) but of obvious convenience. It is an absurd situation in which staff cannot carry on the normal work required to keep them abreast of information in their subject within the Polytechnic itself.

6) The library should become totally integrated into the teaching and research programme, in line with modern education trends.

7) The library should reflect its teaching function by being adequately equipped with tutorial and group study rooms, study carrels, a library lecture room, specialised subject reading rooms, etc.

8) The library should also contain special facilities for audio/visual aids, including a viewing room and viewing and listening equipment.

9) The library should have rest facilities, perhaps linked to a newspaper lounge, and also coffee and other refreshment facilities. Long hours of opening, including Sundays, should be envisaged in future.

10) The physical nature of the layout of the library should follow the users' needs. Since it is a general principle of librarianship that the user does not make use of the library if it is at all distant to where he works or studies, the facilities must be planned accordingly. On a small site the time taken to travel to the library from any point should be short and therefore the library can safely remain in a single suite. On the other hand, where the site is spread over a large ground area the need for departmental libraries may be apparent.

11) The library must be planned to have enough expansion space for a long period. The present Northern Polytechnic library was completed as recently as 1964, but already is totally inadequate in size. Any repetition of this must be avoided by having a flexible building programme which allows expansion space (perhaps in an upwards direction).

12) Several building and design techniques are worth noting in other modern libraries.

a) Multi-stage building programmes on a block module basis.(a block is added every ten years for a long period if necessary)

b) Flexible internal furniture and fittings of modular design so that, as changes take place, the shape of the library can be easily altered.

c) Conversion of existing building is not conducive to effective library planning and a purpose built library can much more easily incorporate all the most modern information facilities.

1.9 METHODOLOGY

1.91 The survey

The total population of the two colleges is high, there being over 4,500 full time equivalent students and 500 staff. There are fifteen teaching departments, some of them very large by college standards.

A questionnaire was used to collect data regarding users' information needs and it was decided that a large sample of 20% of students was necessary. All teaching and most key administrative staff were asked to participate since it was felt that they would have much more informed views of their needs and the needs of the college as a whole.

Analysis of the questionnaire was by computer. Computing time was arranged free via the Northern Polytechnic on the University of London Atlas Computer and the MVC (Multiple variate counter) program was used. The data was punched up on 80 column cards and then transferred to magnetic tape. The program was a simple one and output is in the form of tables. The advantage of using this system was the speed and flexibility obtained in obtaining data and the possibility of progressive analysis at various stages.

The student sample was structured by department and by using the student records in the registrar's office, drawing the numbers required was straightforward.

From a total of over 1,350 questionnaires sent out, 717 were returned suitable for analysis. This response compares very favourably with other college surveys which could not encroach on teaching time.

A failing of previous user surveys is that they concentrated either on the action of the users or the users' opinions. In this study an attempt was made to maintain a balance between these two and also a good measure of generally accepted modern librarianship principles.

1.92 The existing system

Each library was visited in turn and every operation was studied.

Statistics were gathered and all factual details of stock, staff and services noted.

The staff organisation in terms of delegation and responsibilities and general library management was investigated.

1.93 Future developments

In order to help establish realistic development plans, visits were also made to a number of similar institutions to examine present and developing solutions to the problems facing the New Polytechnic.

Libraries visited

City University
Hatfield Polytechnic
Portsmouth Polytechnic
Borough Polytechnic
Brixton School of Building
The Polytechnic, Regent St.

Delft Technical University
Eindhoven Technical University
Hannover Technical University
Ruhr University, Bochum.

Help with the questionnaire was received from the Librarian of Bath University of Technology and his staff.

* Copies of the questionnaire used are available from the Research Department, School of Librarianship, 207 Essex Road, London N.1.

2. PART 2 - EVIDENCE AND RECOMMENDATIONS

In the following chapters the sections in each case are followed by a set of recommendations.

2.1 STOCK

2.11 Size of the collections

The collections in the five libraries are as follows:

Table 1. The collections

	Bookstock	Current Periodicals	Bound Periodicals
Kentish Town	30,000	403	950
Camden High St.	8,800	250	1,100
Essex Road	9,000	230	1,500
Highbury Grove	13,500	260	550
Holloway Road	23,000	800	13,000
	84,300	1,943	17,100

In addition, the Holloway Road and Essex Road libraries have considerable quantities of pamphlets and other ephemeral material.

The annual expenditure on library materials is as follows:

Table 2. Current year's spending on stock

Kentish Town	14,000
Camden High Street	3,500
Essex Road	3,200
Highbury Grove	11,200
Holloway Road	25,600
	£ 57,500

Table 3. Equivalent full time students

Kentish Town	930
Camden High Street	400
Essex Road	305
Highbury Grove	1,000
Holloway Road	1,900

The total stock required for a New Polytechnic library should be equated with that of a technical university library. Bookstock figures of the average university libraries, the Library Association recommended standards for New Polytechnic libraries and current details of this polytechnic designate are compared below.

Table 4: Histogram of annual expenditure on library stock per full time student.

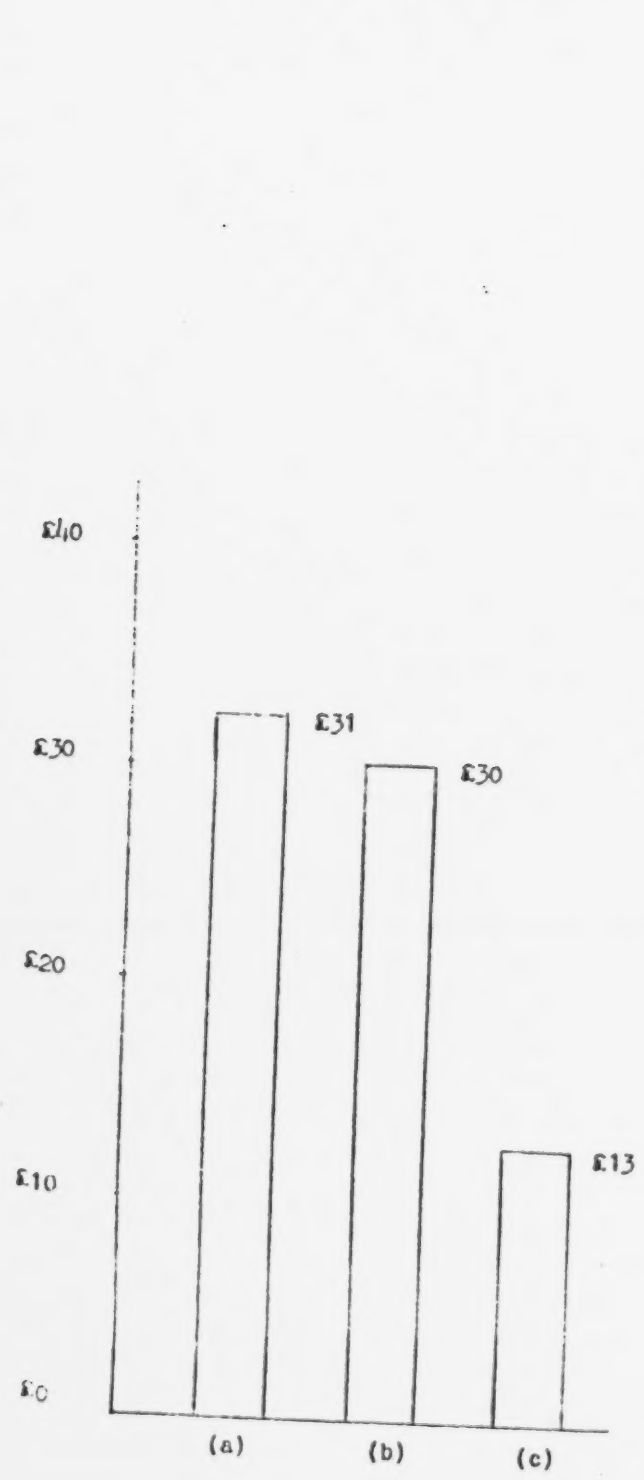
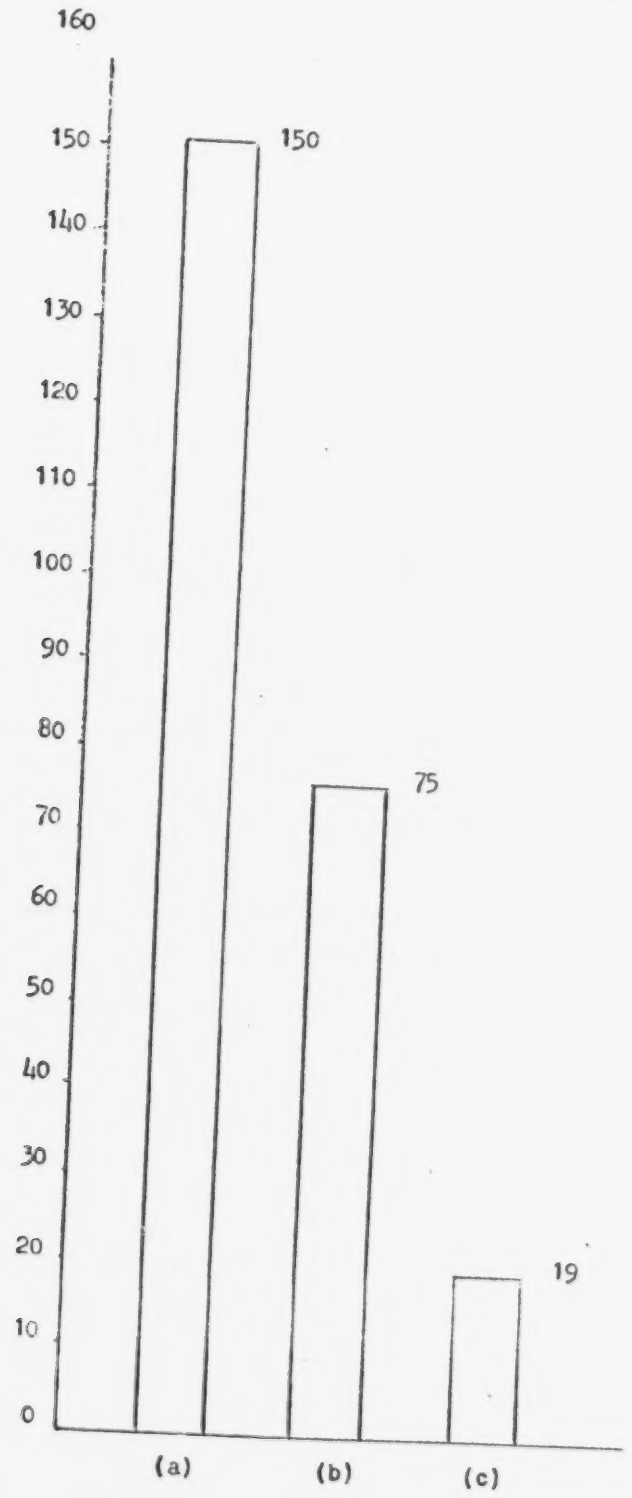


Table 5: Histogram of total books in stock per full time student.



(a) Average in University libraries 1964/5 "Report of the committee on libraries" University Grants Committee (Parry Report)
(b) Recommended standards for New Polytechnic libraries 1968 "Library Association Record" vol 70 no 9 September, 1968. (a copy is attached at the end of this report.)
(c) Latest figures for the Northern/North-Western Polytechnic libraries counted together.

It is clear that the document resources in the Polytechnic are grossly inadequate and that large scale development is needed in future to increase the size of the collections. The long term may see a central college library serving a New Polytechnic campus, but until this is realised space and building limitations seriously affect progress. There are other factors besides sheer size of the collections.

2.12 Students needs

It is evident that the main source of student dissatisfaction with the library stock is not so much the total number of titles (inadequate as this is) as the lack of sufficient copies of the standard readings which are set (but which they are not expected to purchase). When a lecture or seminar group are given such readings it is reasonable to expect that the library staff will have been informed, and that a sufficient number of copies to meet the demand will have been provided. This is not to say that items are duplicated in terms of one copy per student, but a system whereby forty students could depend on finding, say, at least five or six copies available and one of these for reference. This is not the case. Often such heavily used items are purchased in only one, or at most two copies.

At the School of Librarianship library there has been a firm policy to duplicate titles of this nature since the Department moved to a new building two years ago.

By considering the following table, giving student comments, it may be possible to see which libraries are meeting the need for sufficient duplication of stock.

Table 6. Student replies to question on adequacy of stock

	Kentish Town	Essex Road	Highbury Grove	Camden High St.	Holloway Road
Inadequate in general	63%	28%	64%	71%	44%
Adequate	14%	40%	12%	-	25%
Undecided	23%	32%	24%	29%	32%

The 'inadequate in general' response correlates with the degree to which the library stock is duplicated, or not. Whilst such correlation is not conclusive evidence (there could be other operative causes for the figures) it is sufficiently in accord with the opinions expressed below to justify the conclusion that duplication is a major criterion in a student's assessment of adequacy of stock.

A selection of typical student comments from the survey:

Sociology "More copies of the more popular works"

Child Care "I feel it would be beneficial to have in the library more copies of certain books which are used by the whole course"

Teaching Studies "As regards the main subject books, these are in very short supply for the number of students requiring them at specific times, e.g. set essays"

Arts "Is it necessary to have so many copies of books which cannot be taken out, even overnight or at weekends? If certain books are that much in demand, surely more copies are required"

Architecture "More copies of some books. When a project is set... 40 or 50 people are requiring information. There are usually only 2 or 3 good books on that subject in the library and frequently only one copy of each. This could be remedied since similar projects are set each year"

Biology "More copies of books are needed. About 30 people are expected to use one copy"

Electronics "The library has got inadequate stock of more commonly required text-books"

Librarianship "The library is fairly good, however, at providing enough copies (usually only of newer items...)"

In the University libraries, a policy is visible. The University Grants Committee assumes that for every full time student, the library will spend £3 on duplication of material. The present student intake worked out in terms of full time students for the New Polytechnic is approximately 4,500. This would represent a sum of £13,500 for duplication alone.

2.13 Staff needs

Teaching requirements

All lecturers require access to a large and comprehensive collection in their main and fringe subjects. This material is often well above the requirements of the student and is used in preparation of lectures and keeping up to date. The material needed will often be in the form of periodicals, reports and conference papers, as well as books.

Research requirements

Is it reasonable to expect the present college libraries to make a contribution to staff research needs? Many of the academic staff indicate that the library cannot hope to meet this need because of the small and more general nature of the stock. The research which is being done is often very specialised and very large comprehensive collections are required. A typical view of the college library resources is expressed in the following statement.

Arts lecturer "Research needs in my field are mostly specialised and often expensive or out of print books which an undergraduate library is hardly expected to supply..."

The reliance (especially in the Humanities and Social Sciences) on outside library resources, such as Senate House library or the library of the London School of Economics by the 50% of staff engaged in research, is considerable. The college libraries obviously cannot provide the comprehensive collection needed in its present decentralised state, but the libraries could serve the research by acting as a clearinghouse for requests which can be obtained from other libraries. The librarians can help to track down needed publications and build up contacts with outside organisations with relevant collections. At the present time, most academic staff have to do this themselves, but without the expert knowledge of the librarian they are much less effective. If several staff, all teaching much the same subject, spend time attempting this, the waste of effort is obvious.

Administrative requirements

College governors, principal, secretary, accountant, etc., and all heads and deputy heads of departments are heavily concerned with administration. Their document requirements are wide and range from general works on educational policy, politics, financial administration to committee procedure, report writing, manufacturers' brochures and other trade literature. They often require reference information concerning people, addresses, names of companies and other colleges, prices, etc. They also wish to keep up to date with the latest developments which affect their work, thus current periodicals are a very important source of information.

At the present time there is no recognised systematic service to administrators which is based on a conscious awareness of their needs.

Staff were asked, "Do you consider your college library stock..."

Table 7. Staff replies to question on adequacy of stock

	Kentish Town	Essex Road	Highbury Grove	Camden High St.	Holloway Road
Inadequate in general	70%	52%	44%	46%	16%
Adequate	11%	17%	24%	8%	50%
Undecided	19%	30%	31%	46%	33%

A selection of typical staff comments from the survey:

Teaching Studies — "There is insufficient slide, tape and teaching aid material"

Arts — "I find that the library stock is inadequate for my needs as a teacher and for my students. I have to depend too much in particular on the libraries of London University. I attempt, and have attempted for some years, to fill the gaps in the collection... simply, the library has not kept pace with the change of work in the Polytechnic"

Librarianship — "The library copes very effectively so far as current material is concerned. Retrospective material is not so well represented..."

Architecture	"Would suggest closer cooperation between librarian and academic staff on stocking of the library"
Sociology & Law	"I depend entirely on Senate House and University College libraries. My research is too specialised for North-Western Polytechnic library to cope"
Biology	"Research needs too specialised to be met by library"

Author's note: If there is a move away from London University degrees entirely to CNAA in future, then the London University might no longer be expected to allow polytechnic staff and students involved to have use of their libraries.

2.14 Non-book material and audio/visual aids

In all the libraries there is a strong emphasis on book material and periodicals. These, being the traditional forms of document are still most sought by users.

Audio visual and other non book materials are, however, of increasing importance in teaching. It is interesting that visual aids equipment is now in the hands of two specialist staff, one at Kentish Town and one at Holloway Road. The visual aid material itself is not centralised as yet, but is scattered in libraries, offices, store cupboards in departments, etc. This situation poses interesting questions which are discussed later in the report.

2.15

Recommendations

1) The library staff should be aware of all the documentary needs of the various user groups in the colleges. The collections should be developed to meet the various types of needs indicated.

2) Only in the long term can a large comprehensive collection to meet most needs be established. This is only likely to occur when a campus library is formed on a central New Polytechnic. (see page 71)

3) The libraries should be stocked with an adequate number of copies of heavily used recommended reading material. In the long term, when there is a single library, a* textbook collection could be a separate section. (see page 73 - 3.32)

At present, it is obvious that students are greatly in need of duplicated stock and an adequate policy should be established. If books and other documents of this nature are regarded as expendable educational tools then the present restrictive buying policy is completely out of touch with modern educational needs.

The University Grants Committee recommend that £3 should be spent per full time student every year on duplication. It is recommended that the New Polytechnic Library should adopt this as a reasonable figure to meet its own needs.

4) The gaps and imbalance in the library stock should be investigated closely by librarians and teaching staff. An estimate of the cost of redressing the collections should be compiled and non-recurrent grants made where the problem exceeds the limits of normal annual bookfund allocations.

5) With the stress on audio/visual and non-book materials in general on the increase, the librarians should establish a policy to purchase and maintain collections of all types of information package. The libraries should be regarded as 'learning resources centres.'

* The Portsmouth Polytechnic library have established a textbook collection in an annexe which stocks only recommended reading. At Hannover Technical University Library a similar service is operating with success. In the U.S.A. many univerisity and college libraries have had this system for years.

SELECTION

There is a great variety in present systems of selection of library materials in the different libraries of the two polytechnics.

Each department is allocated a sum of money annually for library purchases. The sums are based mainly on the amount spent in the previous year.

It is generally understood that academic staff are aware of the new stock needed and they have a large amount of control over what to purchase. The library staff, with varying degrees of efficiency (because of work pressure from other directions) try to keep lecturers informed of new publications that have appeared or are about to appear.

Procedures

a) Some types of material are selected completely by library staff e.g. general reference works, requests and some duplication.

b) In some cases library staff with proficiency in a particular subject select material relevant to that subject. The degree varies eg.

Librarianship material is selected by the librarian and a lecturer with library responsibility.
Polymer science and architecture materials are mainly selected by librarians.

c) In some other departments the selection is delegated in the main to academic staff. The degree of efficiency of each department and of individual staff in any one department in this activity is variable.

In some departments, there is a lecturer who coordinates the suggestions of the others. At Kentish Town two qualified librarians coordinate the requirements of the Arts and Teaching studies departments. However, their task has been mainly to ensure that publishers' information is circulated and ordering what is asked for. Not enough time is available to vet requisitions properly nor ensure balanced coverage.

In some other departments each lecturer selects his library's material with no coordination and often on a day to day basis.

d) The system of notification of requirements is not standardised and ranges from lists, duplicate order book sheets, order cards, to day to day slips of paper or telephone calls.

e) There is no systematic feedback in most libraries to teaching staff regarding material they have asked for. The items may be in stock already, out of print, unpublished, awaiting cataloguing or subject to one of many other fates, but lecturers are not always informed as a matter of course.

f) The library staff are not engaged in the bulk of selection because:-

1) In some cases they regard themselves as insufficiently qualified bacause of lack of subject knowledge.
2) They are overburdened with other activity.
3) There is a heavy shortage of staff generally.

A selection of typical staff comments from the survey.

"I think the library staff should also be working on gaps in the collections necessary for teaching in consultation with me."

"Sometimes when I order a book for the library, which is needed by my students, the book is not immediately available from the publishers... It would be helpful if the library would inquire... and let me know just when the book will be available."

Author's note

It is obvious that such a multitude of procedures are a contributory cause of imbalance, poor coverage and gaps in the collections, delays in ordering and lack of communication between lecturer, librarian and book supplier. The users, particularly students, suffer because items given as set reading may either reach the shelves several months after they should have been consulted, or perhaps never at all.

It is unfortunate that qualified librarians are not more involved in selection since they alone have the training and the opportunity to receive an objective overall view of literature and see the collection as a whole.

It is unfortunate that some of the qualified librarians having limited subject knowledge consider it beyond their scope to select material. Whatever the subject, any professional librarian should be able to use his *bibliographical skill and his knowledge of the book trade to become extremely competent at specialised selection. Obviously the need to consult the specialist is going to apply frequently, but with experience, the need for this consultation becomes less frequent.

This is not to suggest of course that all selection should be automatically the librarians task for the academic staff member knows those items which have a close relevance to the course he teaches and the subject of his research. A system of very close liaison is needed.

* Bibliographic skill and bibliographic organisation is an essential element in training today's librarian. It is this very ability, to systematically review, select and organise for the library the literature in a given field which is on of the main reasons for his being employed.

Recommendations

1) The librarians should establish that the responsibility for ordering material lies with them and that academic staff should only suggest and give advice. In present circumstances, it is recognised that an abnormal amount of help from academic staff is necessary, but this should be seen as a temporary unsatisfactory arrangement which can be altered when the professional library staff have improved in number and are capable of handling the bulk of selection.

2) A standard system of notifications of suggested titles to the library should be set up based on unit records (cards or slips) rather than lists.

3) The present method of allocation of the library materials fund should be reviewed. The departments which are most library concious and spend their allocation eagerly seem to have an advantage over the less well orientated departments. Those spending most are given the same sum and often more the following year thus making good collections better but continually holding back the less developed ones. Much more recognition should be given to the fact that the library collection is one entity and should be balanced. Any new system of acquisitions should be based on this concept.

4) There should be an efficient system of feedback to the lecturers who make suggestions, as to information regarding the progress of their requests.

5) A publications service is necessary on systematic lines. eg. At Delft Technical University library, a set of trays is arranged in the library one to each department. Into these, the daily intake of publishers' information about new publications is placed according to likely departmental interest. The trays are emptied by department staff at least once per week and in this way the academic community is kept aware of the latest literature in the various disciplines.

2.3 ORDERING AND PROCESSING OF LIBRARY MATERIALS

At the present time all five libraries are responsible for independently ordering and processing their own stock.

This activity includes:-

- Checking publication details
- Writing order cards
- Typing orders
- Keeping departmental order records
- Accessioning new items
- Keeping accounts.
- Physical preparation eg. labelling.
- Cataloguing
- Classification
- Card production for catalogues.

These routines take place continuously in library work and the present decentralised arrangements have proved completely inadequate. Serious backlogs of incoming new stock choke the system. The staff at each library including many of the professional librarians are caught up in the clerical tasks (made necessary by the nature of the work and the way it is organised) leaving the services to library users undeveloped. The problem is a major barrier to progress which must be resolved as soon as possible.

2.31 The problems and affects of the present system

There is duplication of parallel or similar work by sets of persons in five buildings, ie. five card typists, five cataloguers, five classifiers etc.

The staff at each library have to try to operate the readers' service and do processing at the same time. The users make demands, but by doing so they feel that they interrupt the processing and this often inhibits them in making their particular requirements known. The library staff, under heavy pressure of work, cannot deal adequately with enquiries and processing together. Neither task is adequately fulfilled since there is poor readers' service and also backlogs and delays in processing.

Table 8. Processing arrearages

In June 1969, the backlog of new stock awaiting processing was as follows (since June there is no marked improvement)

Holloway Road	1,000
Kentish Town	2,800
Highbury Grove	1,310
Essex Road	500
Camden High St.	-
	5,610 volumes

A large amount of material which has never been catalogued such as pamphlets, reports, offprints etc. should be added to the total number of volumes.

Unless items are specifically requested as urgent, then it may be up to six or nine months in the worst affected library before they pass through the processing queue. The libraries at Kentish Town and Highbury Gve. are the ones most affected but the problem is being felt more recently in the other libraries. At Kentish Town there is extra work created since every item in the processing queue has a temporary catalogue card made to cover its waiting period.

The users, particularly staff, have expressed their increasing lack of confidence in the system.

ERIC User Note:
p.30 missing from copy received. 31.

2.32

Recommendations

1) The ordering and processing activities must as far as possible be centralised in one unit. This means that the library staff will be able to concentrate fully on one type of task. ie. (a) readers' services or information work or (b) acquisitions and processing. The proposed central unit should be known as the Order/Processing Centre.

2) The Order/Processing Centre should have a team of specialist staff and several appointments will be necessary. An appendix following these recommendations outlines the various positions and shows the probable work flow in the Centre.

3) A suitable site for the Centre could be at Highbury Grove on the library floor. This would mean reconstruction of the Conference room and anteroom and part of the existing library (see plans which follow in the appendix)

4) In the event of difficulty over the proposed site, a similar area should be sought urgently. The Centre could be positioned quite separately from the five libraries if necessary.

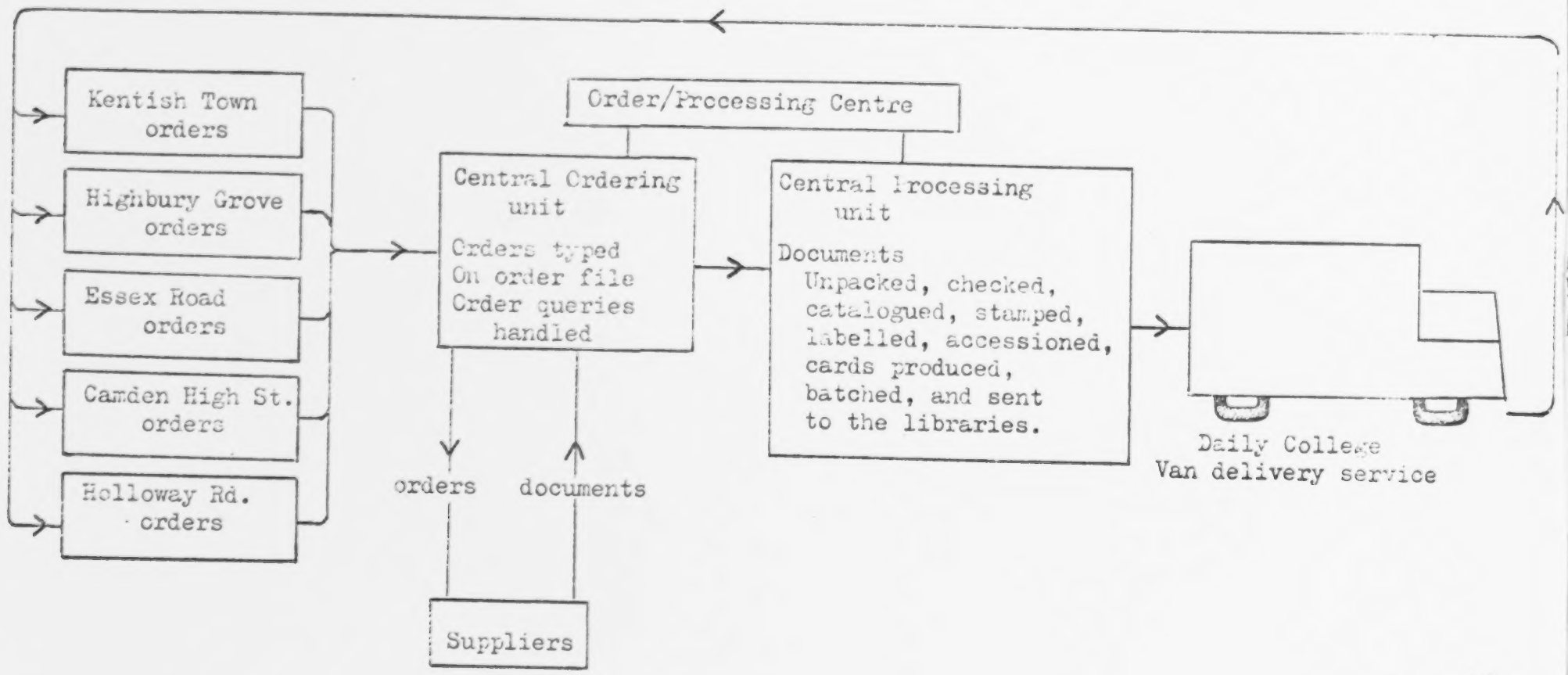
5) At the time of writing the New Polytechnic has not been officially designated, however, since this is one of the most urgent problems facing the libraries, planning for the Centre should start immediately.

6) Three of the five libraries are now purchasing cataloguing cards from a central agency. From librarians comments there is a distinct advantage in this as a short term measure. All five libraries should consider whether it would be helpful to purchase cataloguing as a stop-gap measure until such time as the proposed Centre may be available.

7) As an immediate stop-gap measure to clear the large backlogs, the use of student paid labour should be investigated. A large source of students suitably trained for this work is available at Essex Road and paid vacation work for a large group of them could be arranged. It should be emphasised that this would be simply a stop-gap measure and not a solution to the long-term problem.

8) If the Centre is established, an essential part of the service would be a daily van delivery service to and from the libraries and the centre.

2.33 General diagram of proposed Order/Processing system.



2.34

The advantages of an Order/Processing Centre

a) More efficient with greater control over the total library system.
b) Much faster since parallel work is centralised.
c) Much faster since jobs would be specialised.
d) Staff time at each library released for developing services to users.
e) More effective use of manpower in the library system as a whole.
f) The costs of processing in the long term would be reduced.
g) With a centralised system experiments in computerisation can be made. Already in the United Kingdom an agency is offering magnetic tapes containing full catalogue details of all new British publications for libraries to make experiments. The Library of Congress issue similar tapes and in the next ten years it is possible that all library ordering and processing will benefit from computerisation. The present system in the two polytechnics is totally unsuitable for mechanisation.
h) Services from booksellers will be improved since larger contracts would be made and fewer staff involved. This would mean that closer contact between librarians and suppliers and understanding of the libraries special requirements is possible.

Possible problems

a) Whether journals as well as books can be handled centrally.
b) Whether classification decisions can be taken centrally considering the variety of the schemes used at present.

Plan of the library and surrounding relevant areas at Highbury Grove (see page 35)

As a proposed site for the Order/Processing Centre, in this plan, the Conference room, part of the library adjoining this, and an anteroom leading into the stair well, would make up the floor area in question. The long dividing wall (a) between the conference room and the part of the library should be removed in whole or in part. A dividing wall on line (q) should be constructed, sealing off the part of the library in the plan. A doorway through wall (q) into the library from the proposed Centre should be made.

Staff estimate and job responsibilities

Librarian in Charge. This position would involve policy making, systems design (particularly computerisation for the future) and would entail close cooperation between the Centre and the five libraries. Administration and day to to day planning of the department would be a considerable part of the job.

Orders librarian. He would take decisions on ordering, where to order, etc. and would be involved in building up contact with suppliers. Keeping accounts of library spending and planning even spending throughout the year would be an important part of the work. Automation could be used.

Periodicals assistant. This job would be mainly clerical ie. checking off new periodicals as they arrive and making sure that these reach the libraries as quickly as possible. Constant check would be made on items and non-arrivals and the person appointed would be expected to build up a good knowledge of

Orders clerk — This person would be responsible for keeping the on-order file up to date and would make sure that items do arrive as quickly as possible. Systematic checks on material would be made to ensure fast acquisition. Many queries arise in order work and these would all be handled by the orders clerk, and orders librarian.

Typist for orders — The typing of orders and the correspondence involved in this type of work would be a full time activity.

Processing librarian — The processing librarian would be responsibile for planning and establishing an efficient system of intellectual and physical processing of new stock. The job would entail experimenting with mechanisation for the future and developing interim systems for the present situation. Close contact with users' needs and librarians in the five libraries is essential.

3 Classifier/ Cataloguers — These persons would act as a small team and would do the intellectual processing, ie cataloguing and classification for the five libraries and would be responsible for maintaining a*union catalogue.

Card production assistant — This person would be responsible for producing the many thousands of catalogue cards which would be produced by the Centre.

Typist for catalogue copy — A typist, to produce master copies of catalogue cards for reproduction would be almost a full time activity. This person would also file new cards in the union catalogue.

2 Manual processors — These persons would unpack, check off invoices, shelve for order check and processing, label, stamp, letter, and otherwise physically process all incoming material and then make up the daily batches for dispatch to the five libraries.

This makes a total of thirteen staff in all. The figures are a conservative estimate.

Special equipment

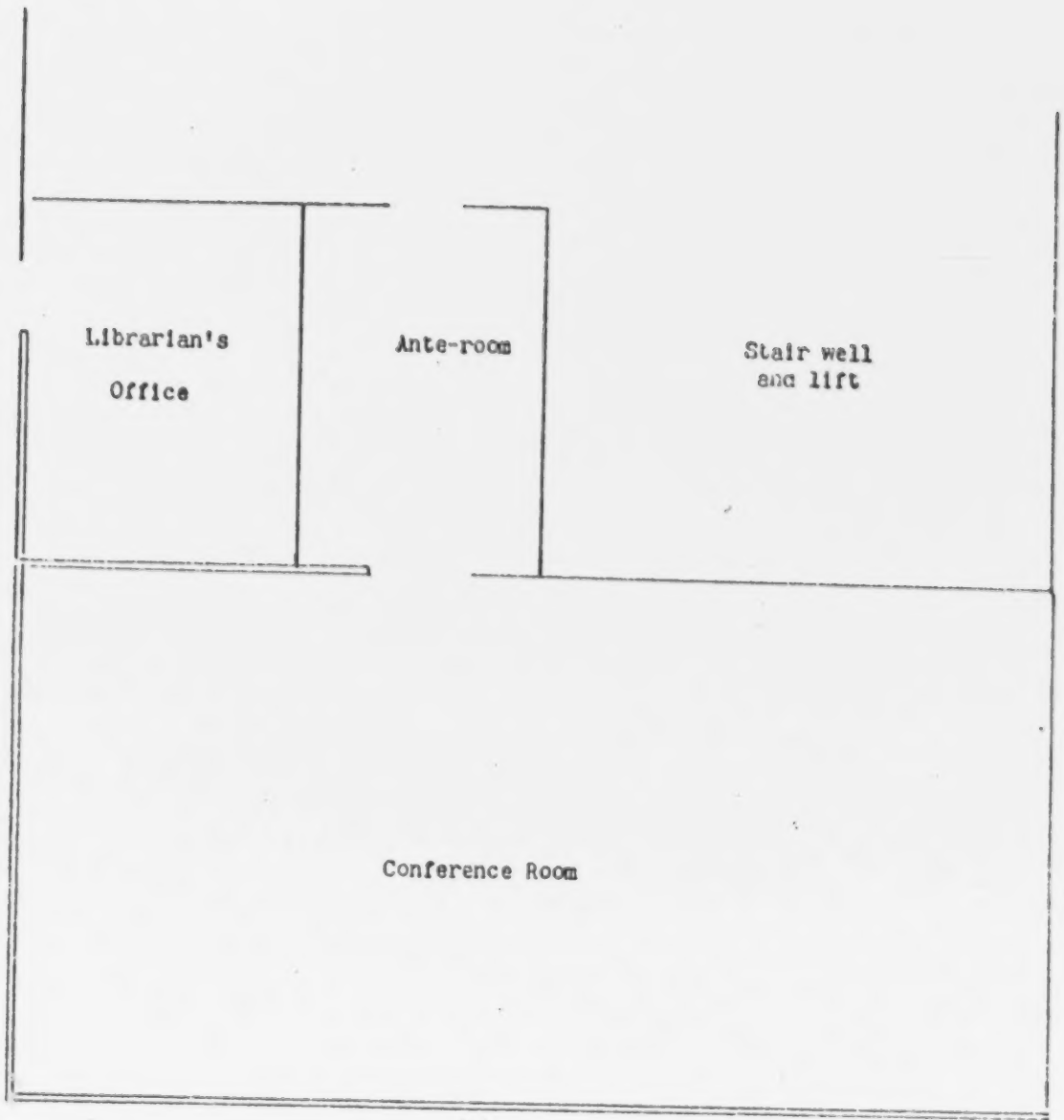
Shelving and filing cabinets for stock and records.
Special filing system for periodical records.
Typewriters and other normal office equipment.
A tape typewriter for master catalogue typing and production of lists.
Possibly a Xerox copying machine specially adapted for card production.
A guillotine (heavy duty).
A hole punch.

Possible future equipment in a mechanised system.
A computer console
An off-line computer input mechanism eg card/tape punch.

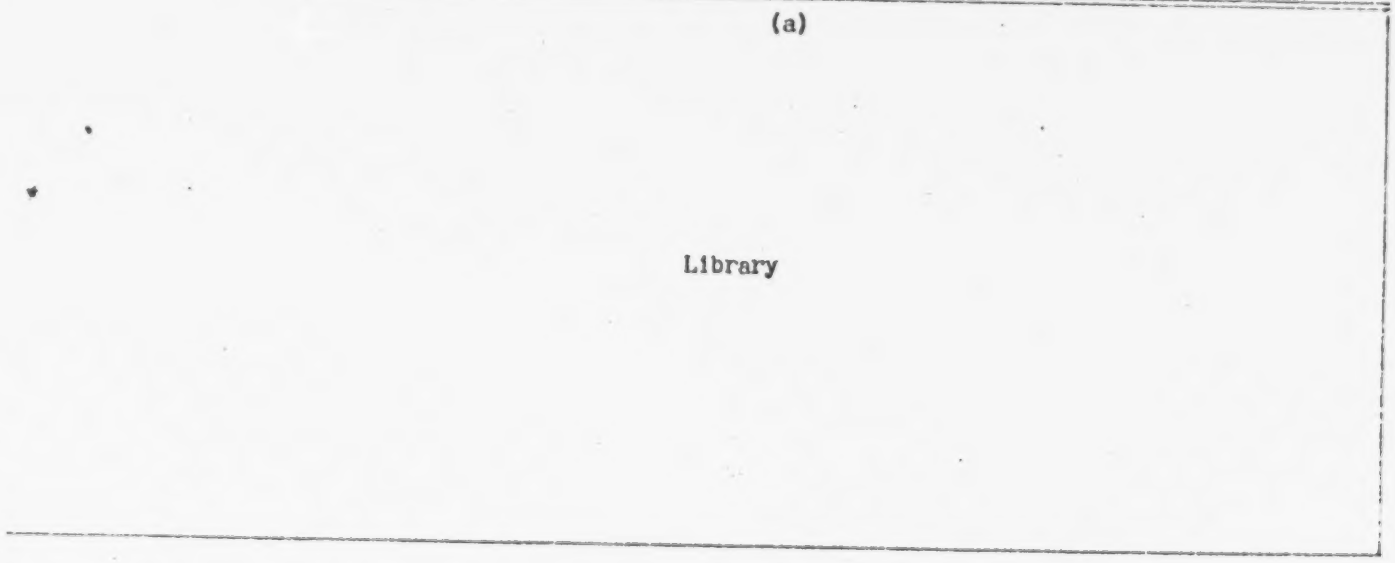
* A union catalogue would show the holdings of the library system as a whole and would [illegible]

Appendix

Plan of the proposed area for redevelopment as an Order/Processing Centre

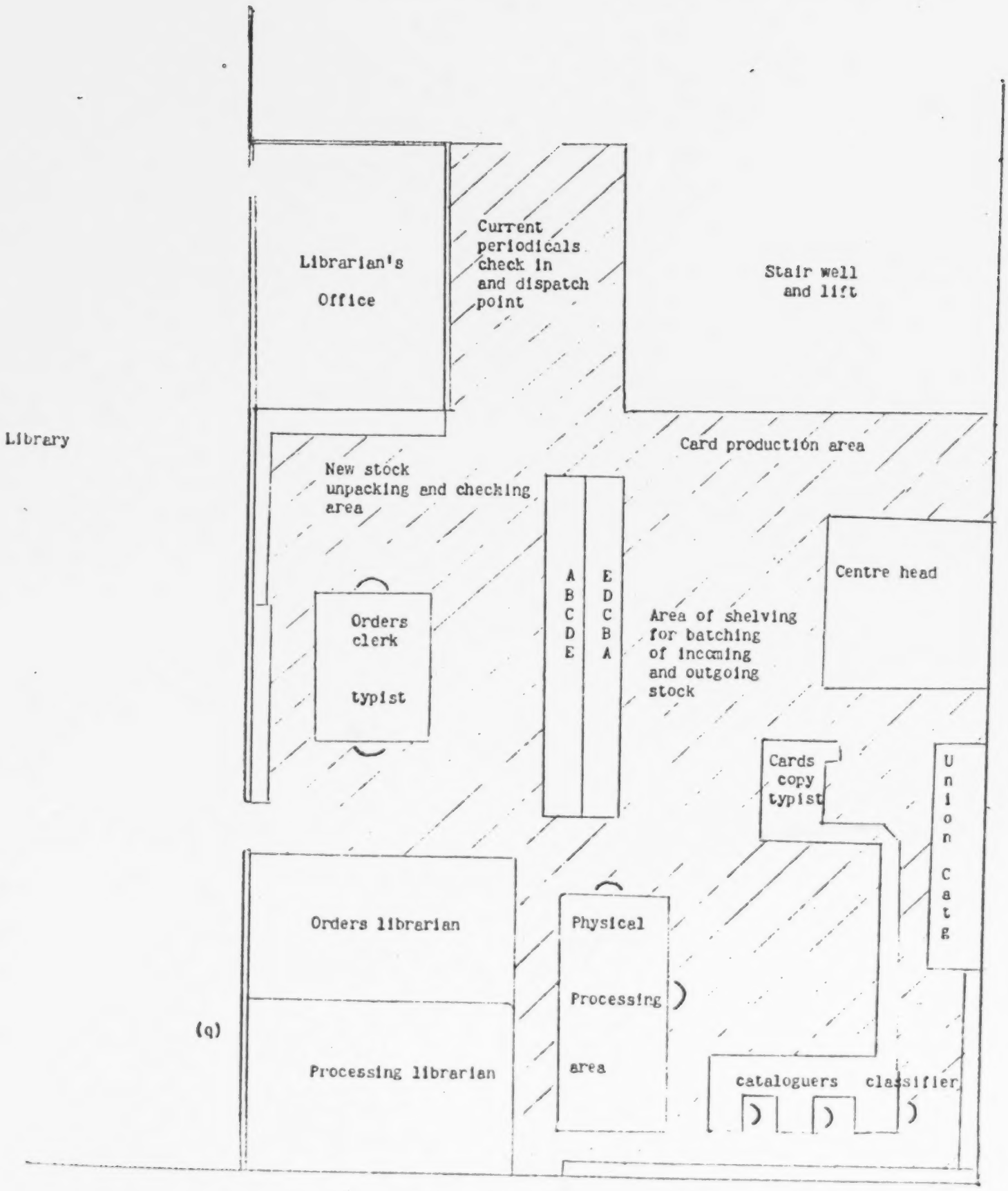


(a)



Appendix

Area as it would look after reconstruction



(q)

2.4 LIBRARY SERVICES

2.41 Lending service

From the following table it is clear that some variation exists in the borrowing rights of students.

Table 9. Present lending facilities to students

	No. of items allowed	Period of loan	Overnight loans
Kentish Town	3	no set period but maximum one term	2
Essex Road	3	no set period but maximum one term	no set no.
Highbury Grove	2	two weeks	1
Camden High St	3	month	no set no.
Holloway Rd	4	two weeks	no set no.

It has been found necessary in the past to keep borrowing to the minimum because of the small size of the collections and the lack of duplication of titles.

Although restrictions keep possible borrowing down to three items per student, the survey showed that at any one time, the average loans per student is much lower than might be expected.

Table 10. Student loans

Kentish Town	2.4	
Essex Road	2.2	
Highbury Grove	2.5	Average of 1.9
Camden High St.	2.1	
Holloway Rd.	1.4	

Staff are allowed to have up to fifteen items on loan at the same time in the four North-Western Polytechnic libraries and an unlimited number at the Northern. Few staff borrow more than seven or eight items and only one or two are likely to have more than fifteen at any one time.

The average loans was only 4.2 items for staff users.

2.411 Issue systems

There are three different issue recording systems in operation. The centralisation of processing of stock would be greatly facilitated if all libraries used the same system, for then all new stock would be treated almost the same way. Since the North-Western Polytechnic libraries have mainly adopted a 5" x 3" card system and tokens with some success, it is possible that all the libraries could benefit in the long term by adopting this method.

2.412 Fines

Fines are charged in all of the libraries except Essex Road. Special high rates are used for overnight loans but within the five libraries the fine charges differ. Several students at Highbury Grove complained of having to pay 2/- per day for not returning overnight loans

2.413 Recommendations

1) Rather than restrict borrowing, effort should be concentrated on improving the collections. To cut down on services is only a temporary method of avoiding the real problem.

2) A standard library policy on lending services should be devised and rules and regulations for this should be few and flexible. A more liberal attitude to borrowing should be established when collections improve.

3) A standard method of issuing library materials for loan should be devised. It is suggested that the method now in use in some of the North-Western Polytechnic libraries might be introduced. In any case, the librarians should decide this as soon as possible, particularly if an Order/Processing Centre is established.

In the long term, when the libraries are merged in one building, a standard system will be essential. If this is devised now, then the physical amalgamation of collections and commencement of lending services in the central library will be easily achieved.

Another long term consideration is the use of computers in libraries for keeping issue records. Without a standard system no consideration could be given to mechanisation.

2.42 Study space in reading rooms

The use of the libraries for study is mainly a student activity. In the questionnaire, students were asked to consider whether their library is crowded or spacious for the purpose of study. Obviously the libraries are crowded or spacious depending on the time of day, but it is possible to build up a fairly clear picture from the general response. .

Table 11. Student answers to question on adequacy of library study space

	Kentish Town	Essex Road	Highbury Grove	Camden High Street	Holloway Road
Spacious	3%	0%	50%	0%	10%
Crowded	87%	92%	19%	57%	71%
No decision	10%	8%	31%	43%	19%

The need for study space is clear

Table 12. Reaction to question on necessity of library study space (students)

Essential	360	(84%)
Important	58	(13%)
Unimportant	5	(1%)
Unnecessary	0	(-)
No decision	7	(2%)

The present study facilities (desks and chairs) are as follows. The Library Association Standards for New Polytechnic and the basic needs suggested by the CNAA are included for comparison.

Table 13. Present study space compared to LA Standards and CNAA requirements

Library	Equiv. full time students	No. of students to each place	Study Places Now	Approx. CNAA future needs for libraries (when reorganising or rebuilding)	LA recomm. standards for New Polytechnics 1968
Kentish Town	930	6	150	310	310
Essex Road	305	$3\frac{1}{2}$	90	already above	102
Highbury Grove	1000	$4\frac{1}{2}$	225	250	333
Camden High St.	400	5	85	100	133
Holloway Road	1900	$14\frac{1}{2}$	130	450	503

The libraries with the heaviest problems of over-crowding as shown by the survey are Holloway Road, Kentish Town and Essex Road.

The library at Holloway Road serving 1900 equivalent full time students and 200 staff is working under great pressure, there being $14\frac{1}{2}$ students to every study place in the library.

Kentish Town library serves over 500 arts degree and 360 teacher training students. The student in the humanities has always made heavy use of libraries and in this library there is only one place for every six students. Heavy overcrowding is experienced.

At Essex Road, although apparently well supplied with 90 places (which is one place to $3\frac{1}{2}$ students) the day time use is so heavy that crowding is serious. The student of librarianship inevitably makes very heavy use of the college library and other outside libraries.

Students were asked to state where they did most of their reading in connection with studies.

Table 14. Where all other students read

At home or lodgings	67%
In the college library	13%
In outside libraries	2%

Table 15. Where librarianship students read

At home or lodgings	49%
In the college library	37%
In outside libraries	14%

The librarianship student is concerned with books and information for two purposes,

a) to learn from
b) to learn about (i.e. as raw material of his profession)

therefore a library serving this discipline cannot be judged by the same standard as those applied to college libraries in general. It is clear that much more work needs to be done in discovering the specific needs of departments, particuarly the School of Librarianship.

2.421 Recommendations

1) The immediate overcrowding problems should be dealt with as follows:-

Holloway Road	-	an additional 100 study places
Kentish Town	-	an additional 80 study places
Essex Road	-	a special study of this library should be made to attempt to formulate special standards. The study space problem would be part of such a study.

The figures above are first aid measures only and do not relate to the long term requirements.

An important factor here is the requirements for CNAA degree recognition. The CNAA have recently reconsidered library resources in colleges, particularly the New Polytechnics, and it is stressed that unless study space is increased in the libraries above, it is possible that future applications for degree recognition or already accepted applications may be placed in jeopardy. For libraries in cramped and inadequate buildings the CNAA will also be looking for future development plans.

2) The library at Essex Road should be closely studied to evaluate its extra role in the work of the department and to equate this with the heavy demand on study space. No other department is likely to create as heavy library use, but since the library is closely integrated in the teaching, a special study of this library could act as a useful pointer to what may happen in other departments in future when tutorial and seminar teaching methods become the rule, and libraries become fully integrated.

2.43 Information services

Information services of two kinds are identified:-

Passive: user generated
Active: library generated

The present emphasis on processing and the lack of library staff time devoted to users' services has already been discussed. The greatest need for a redefinition of the library's role lies in the area of information provision. Users, particularly teaching staff, have shown that they use the library only for documents connected with their basic teaching needs. They use other sources for information and depend heavily on outside libraries, particularly for research. Administrative information needs of academic staff and the needs of college administrators have been almost totally ignored.

2.431 Passive services (user generated)

When a user approaches a library for information help he should receive the complete attention of a librarian. This is rarely the case at present. The service given is hurried and the user often frustrated and unsatisfied.

Part of the problem is that the user is doubtful about whom he should approach. There are staff issuing books - he may decide to ask them. Then there is the senior librarian's office - should he ask there? There are people working on batches of new books - perhaps they could help?

Another factor is that the user sees the staff under heavy pressure of work. He feels hesitant about puting his problem to the already hard-pressed librarian.

The following table is an analysis of 717 questionnaires which were returned.

Table 16. Reactions to question on the need for trained library staff to be available at all times during the day to assist in enquiries

	Kentish Town	Essex Road	Highbury Grove	Camden High Street	Holloway Road
Essential	49%	69%	63%	67%	60%
Important	42%	29%	35%	23%	35%
Unimportant	9%	2%	0%	0%	3%
Unnecessary	0%	0%	1%	0%	1%

2.432 Active service (librarian generated)

We can consider some interesting figures here regarding information needs and search patterns.

The academic staff were asked whether they were coping or not with the literature of their subject field. The response of those who answered 'not coping' is as follows. The numbers in brackets are percentages of replies not coping in each department.

Table 17.

Arts	(67%)	Chemistry	(62%)
Teaching studies	(86%)	Physics	(87%)
Sociology and law	(89%)	Mathematics	(83%)
Child care	(92%)	Biology & geology	(78%)
Business studies	(69%)	Architecture	(66%)
Professional studies	(75%)	Electronics	(54%)
Librarianship	(87%)	Home economics	(90%)
		Polymer science	(81%)

It is established that the need for active information services exists, particularly for staff and research level students.

What type of information is needed? The academic staff have outlined their needs as follows:-

a) Basic information books and journals and other media with regard to the subject they teach

   1) for preparation and updating own knowledge
   2) for recommendations to students

b) To see new material in their subject as quickly as possible after publication

c) Bibliographies of the subject area they teach

d) Information on new teaching methods, particularly in their subject field

e) Information on equipment, teaching aids in their subject area

f) Information about publications from suppliers and publishers, periodicals, reviews, etc.

g) Latest development summaries in subject field (to save time in lengthy reading)

h) Research in progress in subject field

i) Material on related subject areas

j) Information of relevance to a research project or special study

k) Events in subject field i.e. meetings, conferences, talks, open-days, exhibitions and trade fairs, etc.

l) Information on courses in other institutions

m) Material on aims of higher education

n) Material on college administration, committee procedure, report writing, management, etc.

Not all users require such a formidable list but may well have a combination of needs which are identifiable. It is clear that the library, to operate an efficient information service, must attempt to anticipate needs by alerting users, and disseminating information and documents.

Information can be divided conveniently into three categories:-

1) Factual e.g. names, dates, dimensions, usually short specific items of information.

2) Descriptive (factual) e.g. unbiased description of, say, a machine, process, organisation, place, entity, etc.

3) Analytical (interpretive) e.g. critical texts, reviews, etc.

The subject to a large extent will determine the kind of information needed. Some staff teaching subjects in the arts and teaching studies departments appear to need much more analytical interpretive information than factual or descriptive. On the other hand, librarianship, architecture and polymer science have an opposite leaning towards fact and descriptive information. No previous attempts have been made to graph and plot requirements and plan services to meet the users' needs. Much more work in this area should be done and the librarians should be prepared to experiment with pilot services to specific groups.

2.4321 Kinds of active information services possible

a) Library produced current bibliographies, both general and in specific areas.

b) Publications service. All staff, particularly in departments that participate heavily in selection should receive, on a systematic basis, details of new items and forthcoming items. This information is supplied by publishers to libraries in great quantity. Since academic staff are needed for selection they too should see the full range of what is available.

c) Selective dissemination of information (SDI). This means the systematic feeding of new information or documents to individual users based on a knowledge of each individual's subject interest (described in a profile). Since the lecturer cannot cope with his subject literature by himself the library can offer him a vital service. The administrators could also benefit from this service. The SDI service imposes the library staff systematically anticipating the users' needs for current awareness. The information librarian must become familiar with the interests of all the staff and up-to-date records of these should be kept. Personal contact between specialist librarians and users is an essential feature of this system.

Many college libraries are conscious of the need for SDI services. In three of the libraries visited, Hatfield Polytechnic, City University and Eindhoven Technical University, there are flourishing SDI operations. The value of these services is shown by the increased information awareness of academic staff.

Evidence from the survey

a) 209 out of 275 staff replying are not coping satisfactorily with the literature of their field.

b) Of the 275, 177(76%) are very much in favour of starting SDI services, 86 (31%) are possibly in favour and only 12 (3%) are against or don't know. The need is unaffected by age.

c) 88% of students and 82% of staff regard library booklists and bibliographies as essential or important.

A selection of staff comments from the survey

Arts

"...as a teacher I should like to be given much more information on new methods of language teaching with which I am concerned."

"Would it be possible also for the library staff to issue, say once a term, lists of books or publications produced in the various fields with which staff are concerned?"

"I would ideally like to be able to give the library a topic, and for them to give me a list of book titles in which such a topic has been dealt with."

Business studies

"Much of my work is connected with rapidly changing business organisations, mainly in the public sector, and there is a great need to keep abreast of information, usually in the form of white papers and official reports on these developments. Any improvements in the dissemination of information on these matters would be welcome."

Librarianship

"I would like to be told of all new publications and journal articles relevant to my subject. Sometimes I get this, very often I already know about items, but I would like to ensure complete coverage which at present I cannot do."

"Specialist works on computers - abstracts; journals (especially current awareness) etc. not available. SDI service in areas of interest would be important addition."

Professional studies

"I need to know the latest developments in accounting. I do not have the time to search through books in the library. A summary of new developments, as they appear, would be useful."

Chemistry

"I need to be aware of the books on my subject (a) on the shelves of the library (b) new books which are added to the existing stock. As the library doesn't issue lists of new books, I do this by scanning the shelves regularly."

Architecture

"Library is improving rapidly and staff are very cooperative. BUT desirable developments would be duplicate lists of books (my subject) to be available to staff (and students), as personal property."

"Date and page number of any periodical mentioning new development in my research and teaching subjects (this could be done, say, weekly, fortnightly or monthly). Information on new publications relating to my research and teaching subjects."

"1) Recent articles - must know what's appeared 2) Past journals - for reference 3) Stationery office publications. The problem is knowing what exists and how to find it. Standard texts and hard cover stuff is relatively easy by comparison."

2.433 Recommendations

1) The first aim of the librarians should be to provide an efficient passive information service. A reference desk should be made a separate contact point from the issue desks. Trained librarians should be available to give reference help at all times during the day, and signs which direct users to the 'information desk' should be displayed.

2) With (1) accomplished, the library service should become active in meeting information needs (particularly of lecturing and administrative staff). An SDI service should be commenced using specialist librarians. A few departments could be served initially as an experiment for, say, a six month or one year period, and then, if proved successful, should be gradually extended to cover all staff who are willing to cooperate. A new grade of librarian is necessary for this specialist work (see also Chapter 2.44).

3) An effective systematic procedure should be established to disseminate publishers' information about new and forthcoming publications to lecturing staff.

4) The library should attempt to keep students and staff aware of new acquisitions. A current accessions list produced every fortnight and arranged by subject department would be a useful beginning, and this should be backed up with the regular subject bibliographies to each department based on new acquisitions, latest periodical articles, films, meetings, conferences, etc.

5) The librarians at present cannot hope to cover the research information needs of staff but should act as an information centre, willing to establish links with outside information sources.

2.44 Library instruction

It is becoming clear throughout higher education that the traditional library, the place where the simple provision of books and study space are the main priorities, is no longer in line with educational development. Increasingly, the student is being asked to study term projects requiring a knowledge of the literature of his subject. Much more emphasis today is placed on current information and the book is no longer the omnipotent information media. Today's changing pattern of study, from "spoonfeeding" in lectures towards project and tutorial work, demands of the student that he finds and selects his own information in the preparation of essays or for discussion groups. Consequently, he not only needs to learn about the subject, but also about the literature of the subject.

The implications for library development are clear:

a) The library must become aware of its direct learning function as part of the teaching mechanism. It must provide much more user orientated services.

b) The user must be made aware of the full potential of the college library, ie.

He must know of all library services at his disposal.
He must know the literature of his subject.
He must be capable of conducting his own searches for information, both generally and in his special subject field.

This is the crux of the problem. The users' awareness and ability in exploiting the library collections must be increased if tutorial teaching is to succeed in its aims.

2.441 Present awareness of information resources is low.

From the survey, the following relevant evidence emerges:-

1) Abstracts and indexes increasingly will form the key to a student's awareness of the literature of his subject. These are current services which digest information from periodicals, reports, etc. and display and arrange the information by subject. They are usually complex because of the many varied ways in which they are published and the variety of search patterns, both current and retrospective, which may be employed. The use of these devices is confusing to the uninitiated.

In our colleges 2 of every 3 students and 50% of teaching staff are unaware that their library subscribes to such services (see footnote 1) (page 50)

2) Library catalogues can often be a valuable source of information if their use is properly taught.

One in four students never use them and a further 11% have difficulty in using them. Many users who feel they are able to use the catalogue display ignorance of basic searching techniques.

3) In recent years, much more staff time has been required for brief introductory talks and guided tours of the library. However...

40% of students and 48% of staff have never had any kind of library instruction.
Many who have had instruction criticised it as too general, too early in the course (often as a part of the student's first week, before he has had time to settle into the work).

88% of students and 82% of staff felt that formal instruction in use of literature and information sources in their field was highly desirable.
70% of students and 83% of staff regarded formal instruction in use of library and information facilities as highly desirable.

4) In view of the increasing amount of written material being produced and the lack of staff time devoted to reading and keeping up to date, the staff were asked whether or not they were coping with literature.

Staff were mainly (76%) unable to cope satisfactorily with the literature in their subjects - since half of them were unaware of the basic current awareness journals that could help them, it is hardly surprising that they are in difficulties.

5) In a college with five separate libraries - none of which can carry a completely comprehensive stock, outside sources must be fully used. Any student or member or staff should be able to approach the college library knowing that if the document they require is not in stock, it will at least be borrowed from another library.

73% of students are unaware that the college library can do this. Of the 115 students in the sample who are aware of this service, 90 have actually used it. (see footnote 2)
The service is available to all staff, however 150 (30%) are totally unaware of its existence.

2.442 Revitalising and awakening user awareness of information resources

The need for instruction courses is clearly shown. These courses must be included in every student's curriculum and must be given according to his particular subject, level, and the study method asked of him by his tutors.

Other colleges have successfully employed specialist librarians for this kind of instruction. eg. Hatfield Polytechnic.

The following is a tentative model course (the object here being simply to demonstrate the scale of operation):

First year students	General guide to libraries (internal and external) Library services offered and their use General Reference works, e.g. dictionaries, encyclopedias, directories etc. Using catalogues Library classification as an aid to finding information.

* Librarians and Chemists are exceptions and use these services heavily.

** Some of the libraries discourage or refuse student participation in this service.

Second year students	Bibliographic organisation of the subject being studied Use of abstracting and indexing services Using non-book material, e.g. patents, standards reports, legal documents, theses etc. Use of subject reference material Library classification in the specific subject field studied.
Third year students and above	Libraries and information systems within the subject field Manual and mechanical information retrieval The place of computers in information work How to abstract and evaluate information Report writing and presentation of information Index compilation (afterwards used in indexing students own theses) Book illustration and techniques of reprography The qualities of type, paper and binding Audio visual aids and their uses.

These lectures (it would be truer to call these demonstration seminars) would be followed by practical test and practical work by the students wherever possible.

Teaching staff should be encouraged to attend and participate.

Post graduate students should receive a condensed course.

It is essential that the instruction be given to the student at the right time. If the first year of his course is mainly to be based on lectures and textbooks, then there would be little point in explaining the intricacies of abstracting services. Later perhaps, when the student is assigned his first large project or is asked to write a paper, he will be receptive to information on how to conduct current and retrospective literature searches. It is also essential that these proposed courses be included in the timetable.

Author's note

The C.N.A.A. has recently accepted that library instruction is a necessary part of a modern college library's role and that creation of special posts on lecturer grades to undertake this instruction will be looked for by the C.N.A.A. in considering applications from colleges for degree recognition.

2.443 Who should the instructors be and how many are needed

This specialist work could only be successfully undertaken by a person fully aware of bibliographic resources and searching techniques. Broad qualification or interest in broad areas, eg. science or humanities or social science would be a distinct advantage.

Since the work is demanding as any other teaching activity, the staff involved should be appointed on lecturer grade two level at least.

To cover the subjects taught, three instructors initially could begin to develop the service.

2.444 Where should the instructors be established?

They could be members of the college library staff. They would then be close to the literature and service which would form the basis of their teaching. The library needs information officers with special knowledge or interest in special subject areas and these instructors would cooperate closely in this.

They could be made part of the staff of the School of Librarianship. At the School, they would be able to call on the advice and help of experts teaching librarianship, and several staff who were previously employed as library instructors.

They could be a small teaching unit unaffiliated to any department (rather as liberal studies) as a general teaching facility available to the whole college.

Author's note

Present library and library school staff could not be expected to undertake this activity as they are already working at capacity. Additional appointments are essential.

2.445

Recommendations

1) Three instructor librarians should be appointed to serve the requirements for teaching use of libraries and information.

2) The appointments should be made on lecturer grade two level and the appointed staff should become full members of the library staff.

3) The appointees would cover the whole spectrum of courses between them and planning of courses could begin immediately. As this work develops there should be additional appointments made.

4) The instruction courses must be timetabled. Experience in other institutions suggests that voluntary ad hoc arrangements are a failure.

2.45 Requests and interloans service

From the survey, 89% of students and 97% of staff regard an interloans service as essential or important. However, 71% of students are not aware that the Polytechnic libraries offer such a service - only 12% have ever actually used it.

The present polytechnic libraries cannot possibly supply large collections until a new central college library is built. Since heavy emphasis is based on outside collections to supplement the stock, it is essential that a well organised inter-lending service be set up.

The present services are subject to varying conditions. In some of the libraries the student is not encouraged to use the service in case too great a demand is created.

At present there are services available at each library but the routines are different. A standardised system covering all five libraries is needed.

2.451 Recommendations

1) A reservations system operative in the five libraries should be devised

2) All users should be able to borrow items through the college library from outside libraries and an efficient system to deal with this should be devised.

3) These services should be publicised.

2.46 Photocopy service

A photocopy service for students and staff exists at

Holloway Road - Xerox machine
Kentish Town - Smith-Corona machine
Highbury Grove- Smith-Corona machine (installed after the survey)

The cost per copy is 6d to students.

There is a copier for staff use in the buildings at Essex Road and Camden High Street, but not for students.

Where copiers have been installed, the use has been heavy. The awareness of users is positive since the machines are there to be seen in the libraries. At Holloway Road 92% of the users, and at Kentish Town 87% of the users are aware that copies can be made as part of the library service.

This facility is basically a service to students, since staff can obtain free copies on adminstration copiers (although the Holloway Road copier has served the whole establishment for all purposes up to November 1969).

The machines in the larger libraries are well used and it would appear that the two libraries without copiers have not got the numbers of users needed to make the machine economic. However, the machines are rented and it is likely that the heavily used machines will partly offset the losses on the lesser used ones. The service would still have to be subsidised at somewhere around 2d or 3d per copy initially.

2.461 **Recommendations**

1) That a photocopy service is essential and should be established in each library, the total profit or loss being offset over the whole system.

2.47 Hours of opening

At the present time there are variable arrangements. The need for late night and Saturday opening varies with the subject, the level of the students, etc. and it would appear that it is not necessary to have a general policy, but to follow the local indication.

The following was the result of an attempt to gauge the likely demand.

Table 17. Users who felt it essential that the libraries should provide weekend opening and late opening

	Kentish Town	Essex Road	Highbury Grove	Camden High Street	Holloway Road
Weekend opening essential	34%	11%	28%	46%	26%
Opening until 9p.m. at least essential	57%	17%	42%	50%	59%

The very low figures at Essex Road suggesting that demand is very low are bourne out by experiments made by the librarian.

The Holloway Road library does open on Saturday morning and from 9 a.m. to 9 p.m. from Monday to Friday.

The Kentish Town, Highbury, Camden High Street and Essex Road libraries close on Saturdays and open until 8.30 p.m. on weekdays.

Some extended experiments of later opening would probably show the true demand. Certainly near examinations special late opening should be arranged.

2.471

Recommendations

1) The libraries should make special arrangements near exam times for late night and weekend opening for study, perhaps by making use of students to help library staff supervise the reading room.

2) Since demand is likely to be for study space only, a very small staff could be used throughout experiments of later and longer opening hours.

3) While the libraries are decentralised, the local needs should form the basis of decisions.

2.5 LIBRARY ADMINISTRATION

2.51 Staff

The present library system, as we have seen, is subject to strain because of the inadequate staff establishment. The number of staff at each library, is not enough to handle selection, processing and readers' services.

The jobs to be done have not been properly analysed into professional and non-professional work. This means often that qualified staff spend over half of their working time engaged in repetitive clerical activity.

Within the professional ranks there has been a tendency not to specialise. This tendency has been brought about by the lack of sufficient numbers of staff at each library. A situation is built up where job responsibilities are unclear and lines of delegation and communication confused.

It may be helpful at this point to consider the existing staff structure and the proposed reorganisation of this when the New Polytechnic is designated. (see page 61)

At Essex Road, decisions on development and day to day running are made independently. At the other extreme, at Camden High Street, the librarian consults the chief librarian in all decision making. The deputy at North-Western has multiple responsibilities including readers' services, selection and ordering work for a large Arts department, staff matters including appointments, training, checking cataloguing and classification, library committee and other meetings work, deputising for the chief librarian, sometimes manning the issue counter etc. There are at least two posts combined into one here with an additional burden of clerical work.

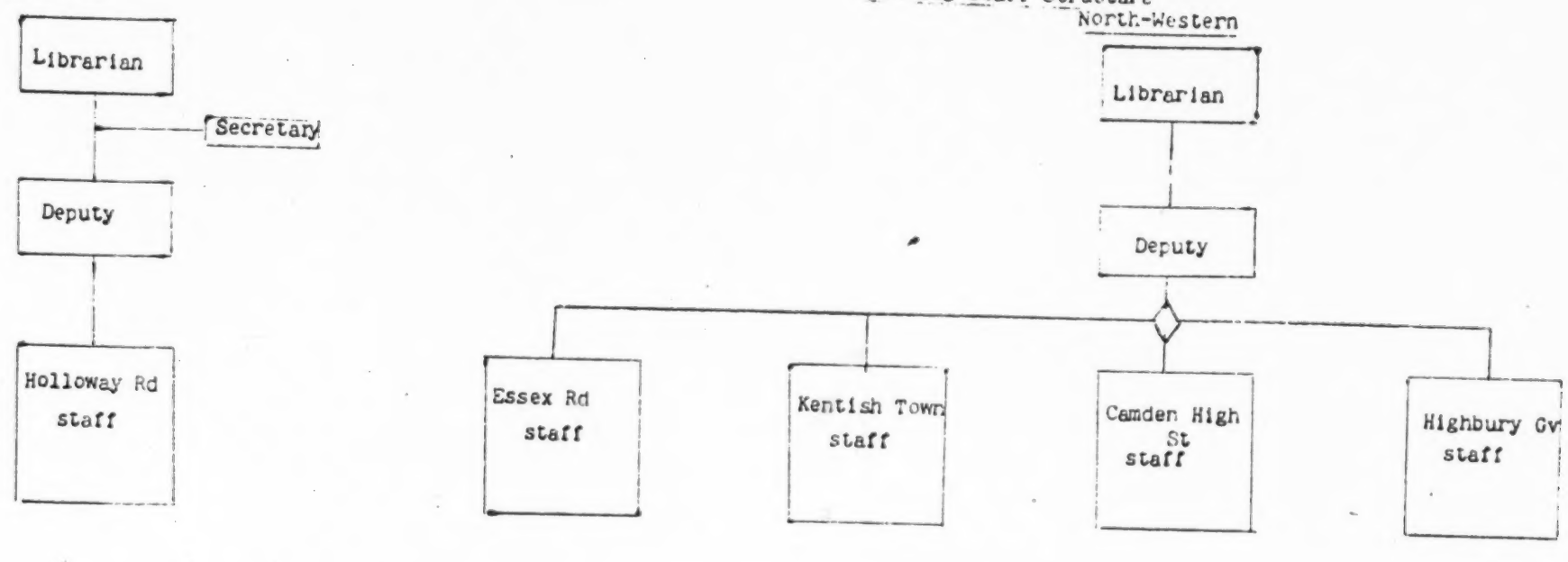
The presence of a faulty library organisation, lack of delegation and a consequent lack of incentive to some professional staff, do not make a good working environment. In addition the large backlog of processing work which is now a perennial problem appears to have become accepted as part of life of the college library. The new staff member is liable to become quickly discouraged, becoming less aware of the need for urgency, planning and systematic work organisation.

2.511 Induction and training

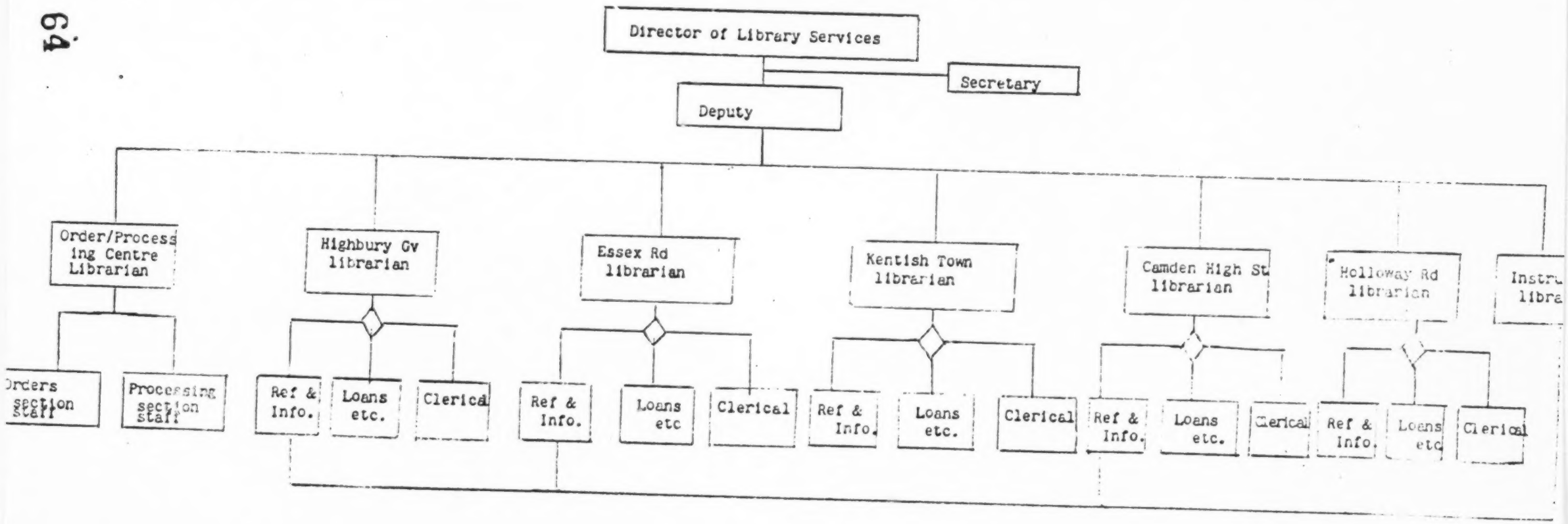
All new staff joining the library should become aware of the system as a whole and their own role within it. They will find it difficult otherwise to think outside the close confines of their own particular job and particular library.

A good training should be provided for all new staff and a professional librarian at each library should take responsibility for this. All possible attempts should be made to encourage staff to carry on their education, either academically or professionally or both, by giving a reasonable amount of time off to attend professional meetings, conferences and courses. It is essential to keep well abreast of current and imminent developments and to discuss problems and exchange views with colleagues in similar institutions.

Existing Staff Structure



Proposed Staff Structure



2.52 Communications

2.521 Internal

The main method of internal communications at present is by telephone. Because three of the four North-Western Polytechnic libraries are on separate exchange numbers, there is a great deal of time wasted in routing all internal calls via the switchboard. When the New Polytechnic is designated a greater volume of internal communications will develop within the library system.

Another problem will be the need for the Director of library services to communicate with his staff. A system of library staff meetings at all levels would be essential here and also the development of some circular with written information of instructions, decisions, and new library policy. The director of library services and his deputy would also need to visit each library in person to keep in touch with the system as a whole.

2.522 External

One of the libraries should establish a fast and reliable network of communications with outside libraries and other institutions. The link would be invaluable in borrowing or purchasing urgently needed documents or in consultation for information work with outside bodies. In information work it is important to work with visible records if possible to cut out inaccuracies and misinterpretations. The normal telephone systems are frustrating, time consuming, and unreliable in this and it is certain that machines such as teleprinters would provide an answer to the problem.

2.523 Salaries

In order that the the New Polytechnic Library can become an integrated part of the teaching and research structure the library staff should be paid accordingly on Academic scales.

The many important tasks which are not now attempted but which are outlined in this report call for library staff of the highest quality. To attract such staff, and to give them sufficient incentive to stay and make a career in the Polytechnic Library of the future, the transfer from administrative to academic scales should be regarded as basic to successful functioning in future and of high priority.

2.53 Recommendations

1) The Director of library services should have a secretary. He and a deputy director would have control over

a) the five libraries
b) the Order/Process Centre
c) the instructor librarians and information officers.

Each branch librarian should have a senior assistant, and at each library, groups of staff would handle the activities as follows:-

a) The reference/information section to carry out all the enquiry work and information services including library instruction. This section would be heavily involved in selection of stock.

b) The readers' service section - would be concerned with the loans desk, the reading rooms, reservations, interloans, photocopying etc.

c) Clerical services section, consisting of library clerks, machine operators, typists, etc. serving the other two sections a) and b). This clerical service should aim at complete flexibility, each staff member should be movable to various tasks at short notice and also may be expected to move from library to library where the need arises.

The Order/Processing Centre would be administered by a librarian who would be directly responsible to the Director of library services. Two other librarians would administer

a) the acquisitions unit
b) the processing unit (see foot of page 33 and page 34)

2) The appointments of the following staff should be given top priority.

Director of Library Services
Deputy director of Library Services
Secretary

Five information officers
Three instructor librarians
Eight library assistants

Librarian in charge of Order/Process Centre
Orders librarian
Processing librarian
Three cataloguer/classifiers
Orders typist
Card copy typist
Card production assistant
Two manual book processors.

The present limitations on new building need not hamper the advancement of effective services. Staff can be appointed now, and although office accommodation and other working space will be difficult problems, this will be temporary. When a new library is planned, there will be effective services and staff ready to move smoothly into new accommodation.

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2.54 The different types of professional staff needed, their qualities and qualifications. (main posts only)

2.541 Director of Library Services.

The post of Director of Library Services is naturally the key one and the successful future of the Polytechnic library will depend heavily on the appointed person. He should be an experienced administrator with a sound background of capable management and professionalism. He should be far-sighted in forward planning and policy making since it may be some years before a physical amalgamation occurs. He should be aware of the potential role of a large modern college library. He should be well prepared with sound knowledge of modern library and management techniques, services and equipment and in particular, aware of the implications for libraries of data processing.

2.542 Deputy director.

Again, the post will be a vital one, for while policy is deliberated and plans made, it is the work of the deputy to see that plans are carried out as intended. His qualities and qualifications should be no less than those of the Director's for he will have to take complete responsibility for the Library on occasions. The person appointed should be suitable enough to eventually take over the job of Director of Library Services.

2.543 Departmental librarians in charge of the five libraries.

These posts are also closely linked to the future rate of progress and the persons appointed should have initiative. Close links must be established with department heads and lecturers and to do this an outgoing personality is necessary. Professional librarians with some subject background, who have organisational ability, should be sought. They should be sympathetic to the needs of all the community to be served and continually strive to meet these needs. (There are already librarians in these positions but some vacancies may be created if the staffing reorganisation as indicated takes place).

2.544 Instructor Librarians.

The task of instruction in information and library use is a lecturing one, with all the qualities for lecturing this demands. Again a subject knowledge over a wide field is highly desirable if they are to have a sufficient impact on the presently uninformed library users.

2.545 Information Librarians.

At each library, librarians with degree or other high level subject experience should be available for information service of both passive and active nature. An enquiring mind, sympathetic understanding of people, an ability to extend their own subject knowledge, tenacity and determination are required, and, of course, hospitable attitudes towards users and an outgoing personality in general.

2.6

BUILDINGS AND USE OF SPACE

In a later document, a detailed report of the space and library situation at a local level will be made. At this stage, some general problems are discussed briefly and some immediate needs.

2.61 Where the library administration should be sited

When the Director of Library Services is appointed an urgent consideration will be where to site the library administration. This problem should be worked out now so that planning one of the buildings as a central library can begin immediately.

The libraries in the five buildings are mostly short of space and only Highbury Grove has sufficient shelvespace for the next three or four years. Since the Order/Processing Centre is proposed for this building, and since there appears to be more space in general there, it would be logical to develop that library as the headquarters of the system.

2.62 Interim space requirements

Since the interim period of decentralised operation is likely to be several years the libraries should make maximum use of space now available and also attempt to extend the present floor area.

The priorities for additional space should be as follows,

1) More staff working areas particularly for information services in the larger libraries.
2) More shelvespace for a predictable increase in stock to meet the needs of New Polytechnic users.
3) More study space. (The C.N.A.A. suggestions for study space make this a first priority in Kentish Town and Holloway Road).

The librarians have been making efforts to increase the libraries' floor area and developments are reported below.

Kentish Town

A light well is to be used for accommodation and the library is to be given approximately 800 square feet. This will be used to take thirty to forty study places and additional shelves.

Holloway Road

A small mezzanine floor is being constructed at the present time. A lecture hall on the lower floor which adjoins the library may be used by library users for study purposes when not in use. It may become a part of the library in future.
In the new accommodation across Holloway Road which will house the computer unit, space for 100 readers is available but without library stock.

Highbury Grove
Camden High Street Nothing to report.
Essex Road

2.64 The library environment

Many complaints were received from users concerning the library environment. These range from internal and external noise, poor lighting, to general atmosphere for study. The Kentish Town library was considered by 40% of users as 'depressing'.

These local complaints will be reported in full detail to the librarians so that steps can be taken to put the problems right.

3.64 Recommendations

1) The library administration should be accommodated at Highbury Grove.

The library at Highbury Grove should be developed as the headquarters of the New Polytechnic Library system.

2) All possible attempts should be made to extend the present floor space of the libraries for a) staff working area b) shelve space and c) additional accommodation for readers wishing to study in the library.

3) Local complaints received from users concerning the present library environment should be investigated and put right where possible.

2.7 OTHER INFORMATION SOURCES AT PRESENT OUTSIDE THE AREA OF LIBRARY RESPONSIBILITY

2.71 Holloway Road

The National College of Rubber Technology, at present a separately financed college within the Northern Polytechnic and soon to become a fully integrated department, has a small information library containing some 10,000 reports, pamphlets and technical trade literature.

One member of staff on a library assistant grade operates this service and cooperates closely with the main library staff.

Because the NCRT library is separate it cannot open for more than seven hours a day nor can the service benefit by having professional librarians in charge.

2.72 Holloway Road and Kentish Town

Two senior technicians at Holloway Road and one at Kentish Town have been appointed to coordinate visual aids equipment and supply technical information and assistance in the use of such equipment.

There are two reprographic centres at these buildings which, although not information sources, are ancillary services and can be found as part of central information systems in large organisations. The library and reprographic service are closely linked at Hatfield Polytechnic.

2.73

Recommendations

1) The small library serving the National College of Rubber Technology should be integrated into the college library service and the member of staff in charge should be added to the library's staff establishment.

   If the unit is resited within the library, then a more comprehensive polymer science information service would be available and in one source. The literature in this collection would be available for a longer period each day, and professional librarians for information help on duty during library hours.

2) There is a danger that separate information units for audio/visual aids could evolve from the appointment of audio/visual aids officers outside the control of the library. This situation developed in some Universities in the U.S.A. and are now being merged with difficulty.

   The library should incorporate an audio/visual aids service in the future including the instruction and servicing of equipment. The present audio/visual aids officers should become part of the library staff and be resited in accommodation adjacent to the college libraries. In the long term, an audio/visual aids unit in a campus library would be essential.

3) The possibility of integrating the reprographic services into the information system should be fully investigated. Again, in the long term, this service should form part of a campus library.

5. PART 3 - LONG-TERM DEVELOPMENT

It is clear that only if and when the New Polytechnic becomes centralised on a campus can the college library expand to a large and comprehensive collection, offering a full range of services in sufficient depth and range to meet all users' needs.

The development of the library should be the highest priority when this stage is reached and because of the need for advanced planning the following section is devoted to the possible size, nature, physical arrangement and quality and range of service of a central campus library serving the whole New Polytechnic.

Since no decision as to whether one of the existing sites can be developed or whether a new site altogether should be found for the long-term centralisation of the New Polytechnic, the plans at this stage for the campus library must be speculative. However, some indication of the scale of the operation can be conveyed and by attempting to forecast the contingencies in the future building programme it may be possible to convey an accurate picture of what is likely to happen and what development is necessary.

3.1 The possible building developments

1) The colleges could remain as they are in five locations. If so then this section is irrelevant.

2) There could be a grouping of some of the five present buildings into perhaps two or three larger units. This seems unlikely, but if so, the problems of library development will remain as they are now and any expansion in the library will be limited. Again this section would be mainly irrelevant.

3) One of the existing sites could be extended to form a single New Polytechnic campus. This development is a possible one in the long term.

4) A new site could be found. This is also possible.

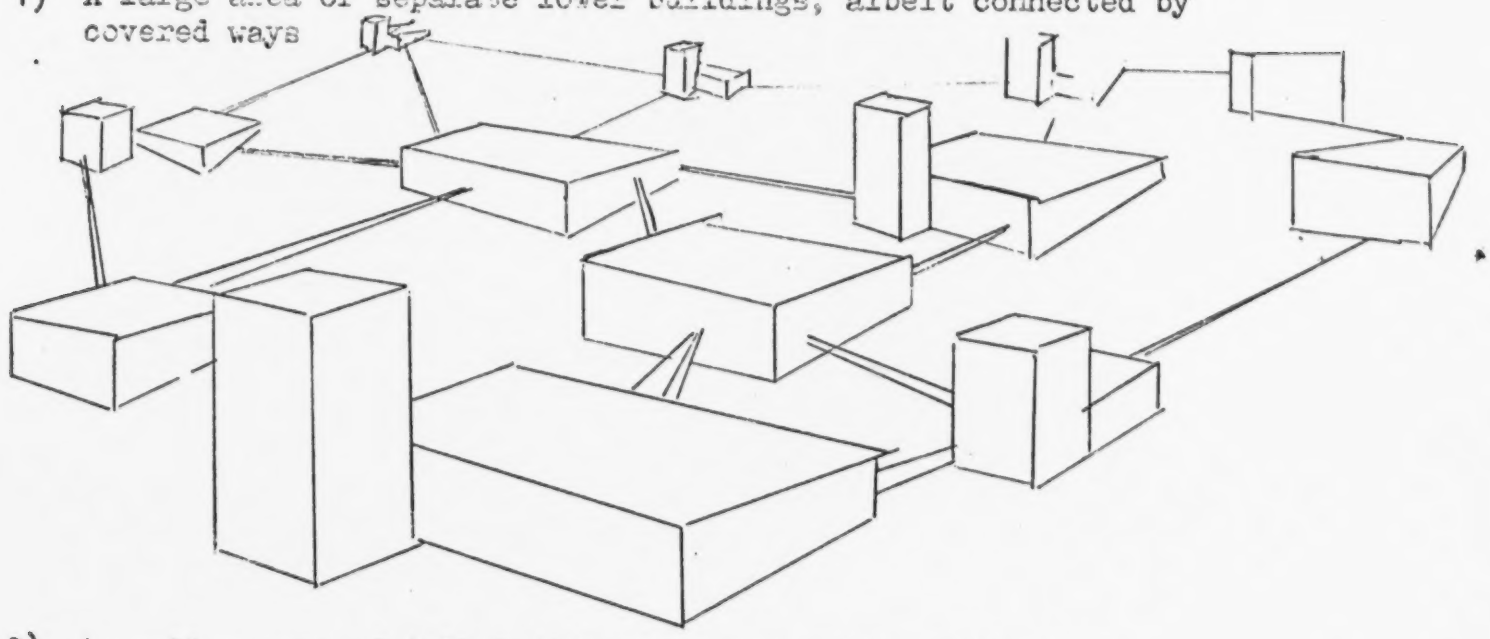
If we consider the above, only in the event of three or four would extensive library redevelopment be possible.

3.2 If a campus develops, what will be its physical and geographic nature?

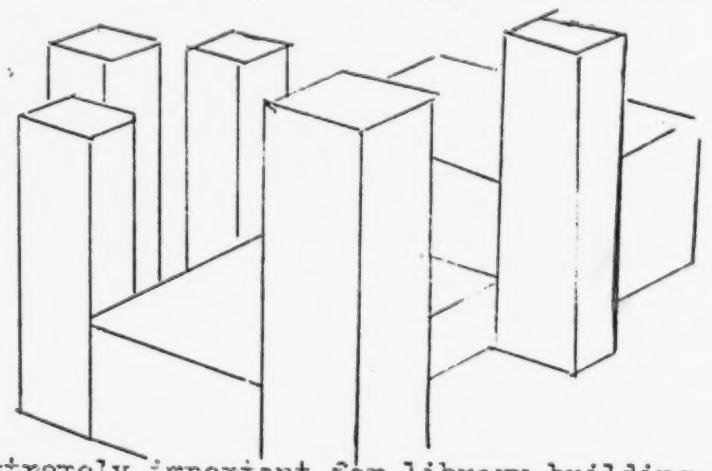
From the point of view of development of the college library the important thing will be the area of the whole site and more specifically the distance from the periphery to the centre, i.e. the distance in terms of time taken from the departments at the extremity of the campus to its central point.

Two kinds of campus development are possible.

1) A large area of separate lower buildings, albeit connected by covered ways



2) A smaller area of tall buildings well supplied with lifts.



This point is extremely important for library building. If a large area site is used then the user is unlikely to travel the considerable distance to the centre. The use of libraries decreases heavily with distance and therefore there will be a need for both a central library on the approximate centre of the campus, and also departmental libraries in the outlying departments.

In a small area campus of tall buildings with the use of express lifts and covered ways, the time taken to reach the library will be less. The library could successfully operate a single large central library.

If the New Polytechnic remains in the central London area, then it is almost certain that any campus will be of the latter type, consisting of several tower blocks, etc. in a small land area.

7.3 The campus library on a small land area

On a small area campus, the time taken to reach the centre from the periphery departments will be small. The library as a central college service to all of the community should be situated as near to the centre of the campus as possible.

3.31 Physical relationship of library to departments

The humanities and social science students and staff appear to be more dependent on the college library. The library in these areas acts as a study centre and as a laboratory.

In science and technology subjects the library is not quite as crucial. The student of these subjects learns much from class work and experiments in particular. The literature of the subjects is diverse and difficult and it is more usual in these subjects for the students to need a wide range of material. The user is likely to need much more help in his use of the library.

The librarianship student has a special need and requires particularly close relations with the college library. This is because the teaching is completely integrated with the library in many of the areas of the subject, and the library is used, not only to study from literature, but also to study literature of various subject fields and literature in general.

3.32 The campus library layout

The layout and physical organisation of the library should be arranged so that the following facilities are available. It is intended simply to give an idea of the scale and the various sections involved.

Reserve stock area on several floors open to users, with some study space available in each floor. Less used materials and long runs of journals could be stored here.

Entrance to Library and Display Area
Current Newspaper display and reading area
Coffee machines

Library control point (in and out issue desk)
Student textbook collection (readers would not be allowed to browse here, since it would be assumed that only named titles would be sought). A catalogue of textbook titles in stock would be available.

General library collection, including all the background material and general material of interest to users from all departments and all user groups. A large collection of encyclopedias, dictionaries, general reference works, and bibliographies would be available
General Reference Enquiry Desk
Catalogue hall

General reading room including periodicals display and reading area

Library lecture room equipped with slide, film and also audio equipment
Audio/Visual aids section
Photocopying machines
Several seminar rooms for tuition in library use and searching for information, etc.
Academic and administrative staff reading area, including carrels
Library staff room.

Subject collections - each having a section of books, subject periodicals, and other material.
With each subject collection there should be a reading room with special accommodation such as group study rooms, study carrels, soundproofed so that typewriters, tape recorders, etc. may be used inside.

On each floor of the subject collection areas, there should be teams of information workers, each desk clearly indicating the subject covered.

Library administration offices
Central Order/Processing department
Reprographic services

Toilet facilities, proper cloakrooms and lockers are essential.

The library must be a flexible organisation. All fixtures should be modular and movable to incorporate new ideas and new services.

The library must have sufficient expansion space available. This would mean possibly having a nine or ten storeyblock with the option of further building on top. The library should not be hemmed in by having other departments on the floors above, nor too cramped by surrounding building at ground level.

3.33 Other details of the library

The library space, stock and seating facilities would be in the region of the following.

Study places	1,500 approximately
Stock	200,000 minimum bookstock
	3,000 " current jounrals
	Large quantities of non book material and audio/visual aids
Space	150,000 square feet minimum
Staff	rising to 70-80.

3.4 The library on a large area site

In London, this development is unlikely, but if such a site is achieved, the library would be planned differently.

The central library collection would remain and all the facilities for teaching in library use, group seminar and study rooms would remain.

The time taken in walking from outbuildings is likely to be too much to have a single library. The various departments sited too far away would have, as part of their teaching block, a departmental library with staff supplied by the central library. The same service would be given and the librarian would be a subject specialist. The total cost of providing this type of decentralised system would be greater, and in terms of effectiveness, the library would not compete with the previous central system.

The reprint which follows appeared in the Library Association Record of September 1968. The standards set out are long term proposals and as such are completely realistic for a New Polytechnic library.

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